DOCUMENT RESUME

ED 026 230 RE 001 543

ESEA Title I Evaluation Report--Wichita Program for Educationally Deprived Children, Summer 1968.
Wichita Unified School District 259, Kans.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No-PROJ-68046
Pub Date Sep 68
Note-166p.
EDRS Price MF-$0.75 HC-$8.40
Descriptors-Art Education, Business Education, *Educationally Disadvantaged, Industrial Arts, Language Arts, Physical Education, *Program Descriptions, *Program Evaluation, Reading Programs, Recreational Activities, Science Education, *Summer Programs

A Title I/ESEA summer project for educationally deprived children (K-6) in Wichita, Kansas, is described and evaluated. One major objective of the project was reading improvement. Other objectives included improving the children's verbal functions, self-image, attitude toward school and education, daily attendance, physical and nutritional health, and social and emotional stability. The summer project was composed of a program for delinquent and neglected children, a post-kindergarten programs, a summer camp program, a nature study program, and a home repair and improvement program. Objectives, procedures, evaluation strategy, data presentation, and comments about the results are noted for each activity. Checklists, tables, and questionnaires used for evaluative interpretations are included. A collection of nonstandardized data-gathering instruments is contained in the appendix. (RT)

ED026230

EVALUATION REPORT

Summer 1968

Wichita Program For Educationally Deprived Children

ESEA TITLE I

Unified School District 259
Wichita, Kansas
September, 1968

RE001 543

ESEA TITLE I EVALUATION REPORT

WICHITA PROGRAM FOR EDUCATIONALLY DEPRIVED CHILDREN

Summer 1968

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Project Number 68046

Submitted to the
Kansas State Department of Public Instruction

By
Wichita Board of Education, Unified School District 259
428 South Broadway, Wichita, Kansas 67202

September, 1968

UNIFIED SCHOOL DISTRICT 259

WICHITA, KANSAS

BOARD OF EDUCATION

Mr. Patrick H. Thiessen	President
Dr. Gary N. Pottorff	Vice President
Mrs. Edwana Collins	Member
Mr. Robert L. Davis	Member
Dr. James M. Donnell	Member
Mrs. Dorothy Goodpasture	Member
Mr. Darrell D. Kellogg	Member
Mr. John M. Michener	Member
Mr. Arvel C. Smith	Member
Mrs. Ruby Tate	Member
Mrs. Evelyn Whitcomb	Member

GENERAL ADMINISTRATION OF ESEA (TITLE I) PROJECTS

Dr. Alvin E. Morris	Superintendent of Schools
Dr. A. W. Dirks	Director, Local, State and Federal Services Division
Dr. Donald E. Younglund	Director, Compensatory Education

ESEA (TITLE I) EVALUATION PERSONNEL

Dr. Ralph E. Walker	Director, Research and Information Services Division
Mr. Larry O. Hunter	Research Specialist, Title I
Mr. W. E. Turner	Research Specialist, Title I
Mr. Gerald Riley	Evaluator, Delinquent and Neglected Children's Program
Mrs. Loretta Bradley	Evaluator, Experimental Summer School Program

TABLE OF CONTENTS

PAGE

INTRODUCTION 1

EXPERIMENTAL SUMMER SCHOOL 5

DELINQUENT CHILDREN SUMMER SCHOOL PROGRAM 61

NEGLECTED CHILDREN SUMMER SCHOOL PROGRAM 77

POST-KINDERGARTEN 91

FORWARD BOUND 97

OUTDOOR EDUCATION 104

HOME REPAIR AND IMPROVEMENT PROGRAM 110

BUSINESS OCCUPATIONS--SUMMER 119

PROGRAMS NOT FORMALLY EVALUATED 128

APPENDIX

INTRODUCTION

Prior to the beginning of summer school, 1968, there was a felt need among school administrators and teachers to provide for a continuation of Title I activities through the summer session. On March 18, 1968, a revised project application for financial funding was filed. This application requested an additional $414.792.00 for supporting a Title I summer school program. The project application requested funds for projects in both instructional and service areas. Instructional projects were business education, reading, post-kindergarten, head start, nature study (outdoor education), summer scholarships, programs for delinquent and neglected children, home repair and improvement, forward bound and an experimental summer school project. Service area projects were attendance aides (pre-service orentation), a reading procedures manual workshop, in-service training in curriculum workshops, and a workshop in sensitivity training for teachers of culturally deprived pupils.

No formal evaluation was planned for any service area project. In addition three instructional project areas were not formally evaluated. These were head start, summer school scholarships, and summer reading. The summer corrective reading received some evaluation through the experimental summer school reading control groups. Summer reading is conducted in the same manner as the academic year reading program which is critically evaluated each year.

General project objectives were the same as for the academic year project. They related to five broad areas with two or more objectives for each. These objectives were as follows:

A. Achievement

  1. To improve performance as measured by standardized achievement tests
  2. To improve classroom performance in reading beyond usual expectations

B. Ability

  1. To improve childrens' verbal functioning
  2. To improve childrens' non-verbal functioning

C. Attitudes

  1. To improve the childrens' self-image
  2. To change (in a positive direction) their attitudes toward school and education
  3. To increase their expectations of success in school

D. Behavior

  1. To improve the childrens' average daily attendance
  2. To improve the holding power of schools (to decrease the dropout rate)

E. Conditions Related to Learning

  1. To improve the physical health of children
  2. To improve the nutritional health of the children
  3. To improve the childrens' emotional and social stability and/or that of their families

Not all of the objectives as stated above related directly to a specific summer school project. Some were more clearly directed toward an academic year project.

The short length of summer school precludes most evaluation that is mainly objective in nature where an attempt is made to measure improvement (e.g. reading grade level) by means of pre and post standarized test instruments. The question becomes of concern in the experimental summer school project where the results of summer corrective reading were inconclusive. Can one safely say the program was not effective? Perhaps the measuring instruments are not critical enough to discern progress over a very short period of time. Most areas of the experimental summer school were deemed by parents, faculty, and pupils to have been beneficial and to have met objectives.

The summer program for delinquent and neglected children provided instruction in art, business, homemaking, shop, physical education, language arts, reading and provided for the services of a counselor. While most objectives of the delinquent and neglected programs were met, the program was terminated at the end of summer school because of the high turnover rate of institutional enrollments.

Emphasis in the post-kindergarten project was placed on language development. Other activities were aimed at providing learning experiences which would enhance the pupils' readiness for first grade reading. This project was considered worthwhile.

In the forward bound program, pupils were given an opportunity to participate in a two week summer camp where activities available were horse riding, swimming, canoeing, fishing, riflery, hiking, archery, and softball. Most short range goals of the program were met by a majority of the participants.

A project to provide outdoor education or nature study combined with science received much enthusiasm, particularly from teachers of the course. Learning seemed to be an exciting thing, looked forward to eagerly each day.

A home repair and improvement program was continued after the first summer of successful experience in 1967. The field experience provided for in this program gave boys an opportunity to learn home repair skills such as painting, carpentry, fence repair, masonry, and yard care. The program met with a high degree of success. A summer class in business education was instituted. While the enrollment in the class was disappointing, the content of the class was beneficial to participants. The pupils were provided with learnings which were practical in nature.

In summary, most aspects of the summer school project were beneficial and worthwhile to the pupils who were enrolled.

EXPERIMENTAL SUMMER SCHOOL

Each year children residing in low-socio-economic areas are below desirable grade levels in reading skill, language development, and comprehension. In view of this problem, the Wichita Public Schools began an experimental summer school program that would aim at helping students experience higher achievement gains in reading skills and improve daily school attendance. Supportive activities (physical education, science, arts and crafts, field trips, and breakfast) were provided with the reading classes to provide incentives that would encourage better summer school participation.

OBJECTIVES

1. To provide an incentive for children to attend summer school
2. To improve summer school attendance
3. To increase the student's expectation of school success
4. To promote better social relationships
5. To obtain higher achievement gains in reading skills
6. To improve the nutritional health of the student

PROCEDURES

Two elementary schools were selected as experimental summer schools. One school was predominately surrounded by low income, Caucasian families while the other was predominately surrounded by low income, Negroid families. Both programs were, therefore, designed to focus on the needs of the educationally deprived students in low income areas.

Students were selected for the reading classes on the basis of retardation in reading as indicated by standardized test scores. Other selection criteria included: (1) positive attitude expressed toward the summer reading program, (2) possession of the capacity to profit from summer supplemental reading instruction, and (3) recommendation for the student to enter the summer reading program by teacher, counselor, or principal.

Teachers were selected for reading classes because they had demonstrated success in teaching and had expressed interest in teaching reading. Many of the teachers had taught corrective reading during the previous school year.

The teachers varied their approach. Sometimes they worked with groups as a whole, and at other times, they worked with varying sizes of groups and individual students. Also, a wide variety of classroom reading activities and instructional materials were used. Some of the activities were: silent and oral reading from biographies, travel, etc., reading the newspaper, drawing pictures that represent the characters and/or theme of the book, doing tall tale character skits with the librarian, reading instruction (individualized) with the typewriter, reading instruction (individualized) with puzzles, and reading instruction (group) with the overhead projector and dictionary.

Post-Kindergarten

The Experimental Summer School conducted a Post-Kindergarten program to provide additional experiences for those pupils who needed further pre-reading experiences before they entered the first grade.

While the needs of the students varied, the most crucial academic needs seemed to be in the area of reading. Although reading was the major focus of the summer program, other activities were provided with the reading classes to act as incentives for summer school attendance as well as to provide educational experience in these areas. These activities were: physical education, science, arts and crafts, field trips and breakfast.

The Experimental Summer School had a daily enrollment of approximately 355 students. The summer school staff included 2 principals, 29 teachers, 2 librarians, 2 secretaries, and 16 aides (10 teacher aides and 6 Neighborhood Youth Corps aides). The school opened at 7:30 a.m. and served a free breakfast which the students attended on a voluntary basis. Then the academic school day began at 8:00 a.m. and ended at 12:00; thus, the students attended summer school four hours each day. The students were placed in the Post-Kindergarten program or in grades 1 - 6. The Post-Kindergarten program was a self-contained class unit. All of the students in grades 1 - 6 attended a daily program with the schedule being divided into the following activities: reading, arts and crafts, science, physical education, field trips, and breakfast (optional).

Reading Classes

All students (grades 1 - 6) were scheduled in a reading class for two hours each day. The classes contained an average of eight students. A reading teacher and part-time teacher aide were present to assist the students.

Although this program provided varying instruction, great emphasis was placed on language development. It was hoped that this program would enable the children to become ready for reading activities in early first grade.

The Post-Kindergarten program of the experimental summer school had a total enrollment of 67 students. They were placed into a total of five classes with twelve to fifteen students per class. The staff included five teachers and five part-time teacher aides.

The Post-Kindergarten program was a self-contained class unit. The school day began at 8:00 a.m. with a free breakfast that was served in the classroom. The remaining part of the school day was spent in a variety of learning experiences that were conducted intermittently with field trips, playground activities, rest periods, mid-morning snack (juice at 10:00 a.m.), etc. More specifically the learning activities included: listening to stories, picture interpretation, color interpretation, practice with meaningful language patterns, conversational speaking practice with video tape machine, field trips, bus tours, art and music activities, physical fitness activities, and nutritional activities.

Science and Outdoor Education

Science and Outdoor Education was included in the Experimental Summer School curriculum to give the students the opportunity to study science beyond the four walls of the classroom. This program encouraged student involvement, and it was hoped that the increased student involvement would enable the student to see reality as it exists at the moment of study. The Science and Outdoor Education program was a part of the incentive curriculum of the Experimental Summer School. Although this incentive program was expected to encourage regular attendance, it was anticipated that the students would increase their knowledge of science, especially natural science.

All students in grades 1 - 6 were scheduled into Science and Outdoor Education. At one school the students attended science classes 5 hours each week while students at the other attended 3 1/3 hours each week. The average enrollment was fourteen students per class. The staff included 3 teachers (2 full-time and 1 part-time) and 3 part-time teacher aides.

Program concentration was based on experiences available on the school grounds or in the immediate area. Longer field trips were sometimes taken to further develop some area of the curriculum. The program activities included: leaf study (observe and classify); rock collection; small animal collection (live specimens for students to observe in the classroom); microscopic study; plant and animal study (identification, classification, and mounting); plant study; integration of science with other areas (library books used to make creative drawings and figures); and field trips.

Arts and Crafts Classes

All students in grades 1 - 6 were scheduled into the arts and crafts classes each day. The students at one school attended arts and crafts classes 3 1/3 hours each week while the students at the other attended 2 1/2 hours each week. The classes usually contained fourteen students. The staff included 3 teachers (2 full-time and 1 part-time) and 3 part-time teacher aides. All of the teachers had previously taught arts and crafts classes.

The arts and crafts classes were a part of the incentive program of the Experimental Summer School. It was anticipated that the arts and crafts classes would stimulate pupil interest and enthusiasm and thus help the student maintain good summer school attendance. In addition, it was hoped that the students would learn fundamental arts and crafts skills.

Since students were placed in the arts and crafts classes according to grade level, the class activities were organized so they would be appropriate to class, age and ability level. Although group instruction was used, most of the instruction was individualized, and special guidance was offered by the teacher and teacher aide throughout the class period. Students were encouraged to display their projects around the classroom. Some of the projects included: drawings, paintings, mobiles, paper mache figures, clay figures, pencil containers, fans, burlap designs, thread designs, and metal work.

Physical Education

The physical education classes were included in the incentive activities program of the Experimental Summer School. It was anticipated that the students would enjoy the program and would, therefore, maintain good summer school attendance. In addition, it was hoped that the students would improve their physical skills.

All students in grades 1 - 6 were scheduled into the physical education classes. The students at one school attended physical education classes 3 1/3 hours each week while the students at the other attended 2 1/2 hours each week. An average of 21 students were enrolled in each physical education class. The staff included 2 teachers who had taught physical education classes during the previous school year.

The enjoyment and participation of physical education activities were primary goals while proficiency in physical skills was a secondary goal. Thus, the teachers selected activities that were appropriate for each class, and particular attention was given to the selection of "enjoyable" activities. Some of the activities included: volleyball, softball, dodgeball, soccer, relay racing, tumbling, high jumping, and calisthenics.

Library

The library program assumed an integral role in providing materials, especially for the reading classes. Two librarians and one part-time library aide provided the library services that were available from 8:00 to 12:00 each morning. Summer school students, non-summer school students, and parents were encouraged to visit the library. One librarian scheduled parent discussions. At the parent discussions, the librarian mentioned some of the books and methods that might encourage the children to read more frequently.

Reading classes were regularly scheduled into the library. Students were assisted in the selection of reading materials that were in keeping with their reading levels and interests. Story sessions were initiated in the Experimental Summer School library program to make the library visits more interesting. One librarian used tall tale characters (folk tales that were used in group discussions and identification skits) for this session. Also, stories were told and discussed with the students, and then the students would act out the skits that the librarian had prepared. Other activities included: library organization (card file), dramatizations, book and author discussions, and games.

Breakfast

Frequent tardies and absences during previous summer schools resulted in the providing of a breakfast and mid-morning snack. In addition to meeting the summer school attendance need, it was hoped that the breakfast would meet a nutritional need, at least for some of the children.

Food provided for the breakfast and mid-morning snack was prepared at a local high school where kitchen facilities were available and transported to the Experimental Summer School where it was served by teacher aides. The menu usually consisted of cereal, roll, fruit (juice or fresh fruit), and milk. Juice was also served as a mid-morning snack, and sometimes the students were served a roll in addition to the juice.

All students in grades 1 - 6 were invited to attend the free breakfast at school each morning from 7:30 to 8:00. The post-kindergarten students were served breakfast in their classroom each morning at 8:00. Although all students were encouraged to eat breakfast at school, breakfast attendance was voluntary. The mid-morning snack was also served on a voluntary basis at 10:00.

Outdoor Experiences

The outdoor experiences were of two types, field trips and overnight camping. Although the teachers often combined the field trip experiences with the regular class learning activities, the primary purpose of the field trips was to promote good school attendance. The field trips were taken during school hours, and they included such nature study activities as: animal collections, rock collections, plant identification, and scientific discoveries (observation of nature). Other field trips involved visiting specific places such as: hotel, aircraft plant, sheep farm, park, fire department, nursery, museum, and Cowtown. The Experimental Summer School conducted one extended outdoor experience (field trip) during which the school day was extended three hours. The activities for this experience were fishing and nature study.

The overnight camping experience was held at a local camp. The camping experience was an incentive activity which, it was anticipated, would encourage good school attendance. In addition, it was hoped that the camping would enrich the student's knowledge of nature study, scientific discovery, and social living (assuming responsibility, getting along with others, etc.). The students arrived at the camp about 6:00 p.m., and they returned about noon the following day. One school invited all students in grades 1 - 6 to attend the camping experience while the other school invited all students in grades 3 - 6 to attend. The activities were planned and supervised by the teachers and principals. The activities included: nature study, scientific observation, fishing, swimming, hiking, and competitive game activities.

EVALUATION STRATEGY

Both test and non-test sources of data were used in the evaluation of the Experimental Summer School. Appropriate pretest and posttest forms of the Oral Reading Inventory and Stanford Reading Test were given to pupils in grades 1 - 6 to assess their reading achievement and progress. Non-test sources of data for the evaluation included: ESS Student Questionnaire, Non-ESS Student Questionnaire, ESS Parent Questionnaire, ESS Faculty Questionnaire, Arts and Crafts Project Checklist, Physical Education Progress Record, Library Record, classroom observation of randomly selected pupils, attendance records, home visitation with randomly selected parents, and interviews with principals, teachers, pupils, and parents. Copies of the questionnaires are included in the appendix.

The following schedule presents the source, date and persons completing the data:

Source	Date	Person Completing
Stanford Reading Test (pre)	June 10-June 14	Pupils (grades 1-6)
Oral Reading Inventory (pre)	June 10-June 14	Pupils (grades 1-6)
Arts and Crafts Checklist	June 10-July 19	Arts & Crafts Teachers
Phys. Ed. Progress Record	June 10-July 19	Phys. Ed. Teachers

Source	Date	Person Completing
Attendance Record	June 10-July 19	Teachers
Pupil Information Form	June 10-July 19	Reading Teachers
Library Record	June 10-July 19	Librarians
Periodic Observations of Pupils	June 20-July 17	Evaluator
Stanford Reading Test (post)	July 15-July 19	Pupils (grades 1-6)
Oral Reading Inventory (post)	July 15-July 19	Pupils (grades 1-6)
Parent Questionnaire	July 15-July 22	Parents
Pupil Questionnaire	July 17-July 19	Pupils (grades 3-4)
Faculty Questionnaire	July 17-July 19	Teachers & Principals

PRESENTATION OF DATA

Post-Kindergarten

The post-kindergarten teachers received a post-kindergarten evaluation sheet in addition to the faculty questionnaire. The questionnaire asked the teachers to rate the appropriateness of the program's goals and activities and the progress of pupils in this program. All of the teachers returned the questionnaires. The results of the ratings are presented in Tables 1 and 2. The tables reveal that the teachers highly agree on the appropriateness of the goals and activities. Acceptance of self and establishing self-worth received the highest rating for appropriateness while the pupil-dictated stories, literature appreciation, and the nutritional program received the next highest ratings.

TABLE 1

RESPONSES OF EXPERIMENTAL SUMMER SCHOOL TEACHERS CONCERNING APPROPRIATENESS OF 1968 POST-KINDERGARTEN GOALS AND ACTIVITIES

N = 5

	Number of Teachers Responding				
Goal or Activity	Highly Appropriate	Appropriate	Relatively Inappropriate	Highly Inappropriate	No Response to Item
Creative picture interpretation		5			
Pupil-dictated stories	3	2			
Literature appreciation	3	2			
Practice with meaningful language patterns	2	2	1		
Building vocabulary	3	1	1		
Improved articulation and enunciation		3	2		
Acceptance of self; establishing self-worth	4	1			
Building meaningful social relationships	1	4			
Acceptance of errors; openness to experience		5			
Non-verbal expression (art, rhythm, etc.)		5			
Sharpened visual and auditory discrimination	2	3			
Likenesses and differences in visual and oral media	1	4			
Mathematical concepts of size, position, time		4	1		
Successful learner behavior	2	3			
Observation skills--generalization about environment		5			
Physical coordination		5			
Body development and exercise		4	1		
Nutritional program	3	2			
Health habits, body care	1	3	1		

TABLE 2

RESPONSES OF EXPERIMENTAL SUMMER SCHOOL TEACHERS CONCERNING PUPIL PROGRESS IN 1968 TITLE I POST-KINDERGARTEN PROGRAM

N = 5

Goal or Activity	Number of Teachers Responding: 0-4 Pupils Making Progress	5-7 Pupils Making Progress	8-12 Pupils Making Progress	13 ÷ Pupils Making Progress	No Response to Item
Creative picture interpretation		2	2	1	
Pupil-dictated stories	1	1	2	1	
Literature appreciation		1	2	2	
Practice with meaningful language patterns		2	2	1	
Building vocabulary		1	2	2	
Improved articulation and enunciation	1	2	1	1	
Acceptance of self; establishing self-worth			3	2	
Building meaningful social relationships			4	1	
Acceptance of errors; openness to experience		1	2	2	
Non-verbal expression (art, rhythm, etc.)			2	3	
Sharpened visual and auditory discrimination		1	3	1	
Likenesses and differences in visual and oral media		2	1	2	
Mathematical concepts of size, position, time		1	3	1	
Successful learner behavior		1	2	2	
Observation skills--generalization about environment		1	3	1	
Physical coordination		1	3	1	
Body development and exercise	1	2	1	1	
Nutritional program			2	3	
Health habits, body care	1		2	2	

The post-kindergarten class enrollment ranged from twelve to fifteen students. Although two of the five classes had an enrollment of twelve pupils, several teachers reported thirteen pupils or more were making progress in some areas (a rating of progress for thirteen students would indicate eighty-six percent to one hundred percent of the students were progressing in an area). The highest number of students were rated as making progress in non-verbal expressions and the nutritional program. The teachers almost unanimously agreed that more than half of their students are making progress on most of the goals and activities listed.

The post-kindergarten teachers were asked about the optimum length of time per day that pupils should attend the post-kindergarten program. The teachers unanimously (one hundred percent) agreed that three hours is the optimum length of time for the summer program. Two teachers listed the length of time (four hours) as the major weakness of the program. One teacher commented, "the children became restless after three hours." Another teacher suggested that the pupils be included in the science and arts and crafts program.

Questionnaires

Questionnaires were administered to pupils, parents, and faculty members. All of the third and fourth grade pupils at the Experimental Summer School responded to the items on the ESS Student Questionnaire. A second group of third and fourth grade pupils attending a regular summer school program (non-experimental, but Title I) responded to the items on the Non-ESS Student Questionnaire. This second group of third and fourth grade pupils was selected because the pupils' educational backgrounds, socio-economic levels, grade levels, ages, and race were very similar to the third and fourth grade pupils attending the Experimental Summer School. All questionnaires to pupils were administered at the summer school by an evaluator. Faculty questionnaires were given to all members of the Experimental Summer School faculty for self-administration. All of the faculty questionnaires were completed and returned. In addition to the pupil and faculty questionnaires, twenty-four parents, who had children attending the Experimental Summer School, were asked to respond to the ESS Parent Questionnaire. The parent questionnaires were administered orally and individually by an evaluator at the parents' homes. A total of twenty-one parents were interviewed (three parents could not be located by phone or home visit).

The pupil, parents, and faculty questionnaires contained similar questions relating to attendance, attitude, general learnings, specific learnings, incentive classes, incentive activities, social relations, effective and ineffective aspects of the Experimental Summer School. Responses to the items were placed in one of the five response columns. Response columns on the parent and pupil questionnaires were: very helpful, some help, little help, no help, and harmful; the response columns on the faculty questionnaire were: strongly agree, agree a little, neither agree or disagree, disagree a little and strongly disagree. In the analysis of the data, very helpful and strongly agree are listed as very positive responses; some help and agree a little are listed as moderately positive responses; little help and neither agree or disagree are listed as neutral responses; no help and disagree a little are listed as moderately negative responses; and harmful and strongly disagree are listed as very negative responses.

Data listed in the following tables are available to provide different insights into attitudes toward school in general and toward the Experimental Summer School experience in particular. Although it was originally planned to compare and/or contrast the responses of the Experimental Summer School pupils with those of the Non-Experimental Summer School pupils, it can readily be observed that the responses of the two groups are very similar in all areas. An obvious limitation was present throughout the interpretation of the data. This limitation concerned itself with the realization of how much change can one really expect after twenty-eight half-days of summer school instruction.

Table 3 shows how pupils, faculty members, and parents responded concerning Experimental School benefits to pupils. After reviewing the data it is apparent that most of the items consistently received very or moderately positive responses. The modal response contained a positive rating range of 80 - 89% while only eight responses received a positive rating of 50% or below.

TABLE 3

HOW PUPILS, FACULTY MEMBERS, AND PARENTS RESPONDED CONCERNING EXPERIMENTAL SUMMER SCHOOL BENEFITS TO PUPILS

	Responses & Percentages				
	Positive			Negative	
Area of Benefit and Groups Surveyed	Very	Moderately	Neutral	Moderately	Very
A. Attendance					
1. Improve school attendance?					
Experimental Summer School Pupils	68%	18%	7%	5%	
Non-Experimental Summer School Pupils	53%	37%	6%	3%	
Faculty	17%	41%	35%	5%	
2. Improve school tardies?					
Experimental Summer School Pupils	52%	21%	15%	8%	2%
Non-Experimental Summer School Pupils	53%	37%	6%	3%	
B. Attitude					
3. Enjoy attending school more?					
Experimental Summer School Pupils	61%	22%	10%	4%	1%
Non-Experimental Summer School Pupils	56%	25%	12%	3%	3%
Parents	66%	23%		9%	
4. Better attitude toward school?					
Experimental Summer School Pupils	60%	27%	10%	2%	
Non-Experimental Summer School Pupils	43%	40%	6%	6%	3%

	Positive			Negative	
	Very	Moderately	Neutral	Moderately	Very
5. Better attitude toward teachers?					
Experimental Summer School Pupils	60%	23%	11%	1%	3%
Non-Experimental Summer School Pupils	59%	15%	21%		3%
Teachers	14%	44%	35%	5%	
6. Student attitudes viewed by teachers?					
School attitude (improved)	50%	35%	8%	5%	
Educational aspirations (higher)	5%	44%	47%	2%	
School success (higher expectation)	14%	61%	20%	2%	
Motivation (greater)	35%	50%	14%		
Creativity (improved)	35%	41%	23%		
Perseverance (greater)	5%	58%	26%	2%	2%
C. General Learnings					
7. Want to learn more?					
Experimental Summer School Pupils	51%	30%	14%	1%	2%
Non-Experimental Summer School Pupils	71%	18%		6%	3%
8. Want to do school work correctly?					
Experimental Summer School Pupils	52%	28%	11%	5%	1%
Non-Experimental Summer School Pupils	50%	31%	12%	3%	3%
Teachers	44%	32%	17%	5%	
9. Want to do better in school next year?					
Experimental Summer School Pupils	68%	22%	7%	2%	
Non-Experimental Summer School Pupils	62%	18%	15%	3%	

	Positive			Negative	
	Very	Moderately	Neutral	Moderately	Very
10. Will be more ready for academic work this fall?					
Teachers	37%	52%	5%	5%	
11. Follows directions better?					
Experimental Summer School Pupils	20%	47%	29%	2%	
Non-Experimental Summer School Pupils	46%	31%	21%		
Teachers	29%	47%	14%	8%	
Parents	42%	47%	9%		
12. Express ideas better?					
Experimental Summer School Pupils	34%	32%	23%	7%	2%
Non-Experimental Summer School Pupils	34%	34%	10%	12%	
Teachers	55%	35%	8%		
Parents	57%	23%	14%	4%	
13. Have more courage to answer in front of class?					
Experimental Summer School Pupils	45%	28%	20%	5%	
Non-Experimental Summer School Pupils	40%	31%	12%	12%	3%
14. Show improvement in school work?					
Parents	28%	57%	14%		
15. Show more independence in work habits?					
Faculty	23%	61%	14%		
Parents	33%	33%	23%	9%	

	Positive			Negative	
	Very	Moderately	Neutral	Moderately	Very
D. Specific Learnings					
16. Improve Reading?					
Experimental Summer School Pupils	55%	28%	12%	2%	1%
Non-Experimental Summer School Pupils	56%	34%	9%		
Faculty	23%	50%		20%	2%
Parents	61%	38%			
17. Enjoy reading more?					
Experimental Summer School Pupils	38%	36%	17%	7%	
Non-Experimental Summer School Pupils	43%	28%	25%		3%
Parents	57%	38%	4%		
18. Visit library more frequently?					
Faculty	44%	26%	26%		2%
19. Read more at home?					
Experimental Summer School Pupils	35%	31%	20%	8%	4%
Non-Experimental Summer School Pupils	37%	31%	21%	6%	3%
Parents	28%	38%	28%	4%	
20. Have a greater interest in science?					
Experimental Summer School Pupils	69%	15%	5%	8%	1%
Faculty	52%	38%	5%	2%	
Parents	76%	14%	9%		
21. Enjoy science more?					
Experimental Summer School Pupils	61%	20%	9%	5%	3%

	Positive			Negative	
	Very	Moderately	Neutral	Moderately	Very
22. Enjoy making things (arts and crafts)					
Experimental Summer School Pupils	47%	21%	15%	12%	2%
Faculty	20%	50%		26%	2%
Parents	66%	28%		4%	
23. Enjoy physical education?					
Experimental Summer School Pupils	78%	12%	5%		2%
24. Improve coordination?					
Faculty	14%	23%	50%	2%	8%
25. Enjoy outdoor play activities?					
Parents	80%	4%	4%	9%	
26. Enjoy breakfast?					
Experimental Summer School Pupils	60%	12%	14%	10%	2%
Parents	61%	28%	4%	4%	
27. Enjoy overnight camping?					
Experimental Summer School Pupils	71%	7%	4%	8%	7%
E. Social Learnings					
28. Have more friends?					
Experimental Summer School Pupils	35%	42%	12%	7%	2%
Non-Experimental Summer School Pupils	69%	15%	5%	8%	1%
Parents	61%	38%			

	Positive			Negative	
	Very	Moderately	Neutral	Moderately	Very
29. Have more consideration (get along with) for other students?					
Experimental Summer School Pupils	32%	28%	23%	10%	3%
Non-Experimental Summer School Pupils	43%	21%	15%	12%	6%
Faculty	23%	41%	26%	8%	
30. Greater desire to share with others?					
Faculty	20%	47%	29%	2%	
Parents	42%	38%	14%	4%	
31. Get along better with his (her) family?					
Parents	28%	42%	23%	4%	
32. Practice more courtesy at home?					
Parents	47%	42%		9%	
33. Have fewer discipline problems at school?					
Experimental Summer School Pupils	61%	18%	14%	3%	2%
Non-Experimental Summer School Pupils	40%	31%	15%	9%	
Faculty	38%	26%	23%	2%	8%
Parents	47%	49%	4%	4%	
34. Have fewer discipline problems at home?					
Experimental Summer School Pupils	37%	24%	21%	14%	3%
Non-Experimental Summer School Pupils	37%	28%	12%	12%	9%
Parents	57%	23%	14%	4%	

	Positive			Negative	
	Very	Moderately	Neutral	Moderately	Very
35. Spend his (her) summer in a more worthwhile way?					
Experimental Summer School Pupils	63%	15%	11%	7%	1%
Non-Experimental Summer School Pupils	56%	18%	12%	12%	
Faculty	79%	17%		2%	
Parents	76%	19%	4%		
36. Response by teachers to organization of Experimental Summer School?					
Small class size contributed positively	79%	20%			
Program contained sufficient teacher orientation	29%	20%	8%	23%	14%
Teacher aides were well trained	29%	20%	23%	14%	11%
Sufficient supplies and facilities were provided	29%	29%	8%	23%	14%

	Positive	Negative
37. Pupil and parent responses to small class size?		
Experimental Summer School Pupils	84%	16%
Non-Experimental Summer School Pupils	78%	22%
Parents	100%	0%

Although all question areas drew high proportions of positive responses, the questions pertaining to specific learning areas (reading, science, etc.) received the highest percentages of positive responses. In response to the question, "how much has the experimental summer school caused the pupil to have a greater interest in science," 84% of the Experimental Summer School pupils, 90% of the parents, and 90% of the faculty members responded positively (very or moderately). In addition, 81% of the Experimental Summer School pupils indicated that the Experimental Summer School had caused them to enjoy science more. When a similar question was asked concerning physical education, 90% of the Experimental Summer School replied positively. Reading also received several highly positive ratings. In response to the item that asked, "how much the Experimental Summer School had improved the pupil's reading," 83% of the Experimental Summer School pupils, 90% of the Non-Experimental Summer School pupils, 73% of the faculty, and 99% of the parents responded in the very or moderately positive column.

A second area that received several positive responses was pupil attitude. Respondents were asked "how much the Experimental Summer School caused the pupils to enjoy attending school more." Eighty-three percent of the ESS pupils, 81% of the Non-ESS, and 89% of the parents responded positively. A further indication of improved pupil attitudes occurred when 87% of the ESS pupils and 83% of the Non-ESS pupils positively responded that the summer school program had caused them to have a better attitude toward school.

Items pertaining to the organization of the ESS received the greatest percentage of negative responses. Thirty-seven percent of the faculty gave negative responses (very or moderately) to items concerning teacher orientation and supplies and facilities. In addition, one-fourth of the teachers gave negative responses concerning the training of teacher aides.

One of the objectives of the ESS program was to promote better attendance by alternating incentive classes and activities with the reading classes. According to pupil and faculty responses listed in Table 4, the incentive classes did promote better school attendance. Physical education, field trips, and science were the incentive areas most frequently rated by pupils as causing them to attend the ESS more often. Table 5 further lends support to the acceptance of other incentive activities as worthwhile since field trips, overnight camping, and breakfast received positive ratings of 97% or higher by the faculty and 80% or higher by the pupils.

In response to the effective (best) aspect of the ESS, pupils listed overnight camping, physical education, reading, and science as the areas they liked best (Table 6) while parents listed reading and field trips (Table 8). Faculty members listed smaller class size and incentive activities as the effective areas (Table 9).

In response to the ineffective (least liked) aspect of the ESS, pupils most frequently listed arts and crafts (Table 7) while faculty members listed the testing program and problems related to materials and supplies (Table 10).

Pupils, parents, and faculty were asked to name the area of the ESS that needs to be changed or improved. Tabulations of responses are presented in Tables 11, 12, 13, and 14. ESS pupils most frequently mentioned that math should be added and arts and crafts should be deleted. Although many parents didn't mention any change, three out of four parents who mentioned a change also mentioned the addition of math. Faculty members indicated the ESS program could be improved by reducing the testing, providing more teacher orientation, and providing more materials.

TABLE 4

COMPARISON OF PUPILS AND TEACHERS RESPONSES CONCERNING THE ATTENDANCE OF EXPERIMENTAL SUMMER SCHOOL IF ONLY READING HAD BEEN OFFERED

Questions	Pupils Responses*			
	Yes	%	No	%
1. Would you have attended summer school as much if only reading had been offered?	36	42%	46	54%

*Total does not equal 100% because some pupils (3) did not respond to item.

	Teachers Responses*			
	Yes	%	No	%
2. Would the attendance habe been as good if only reading had been offered?	3	9%	26	76%

*Total does not equal 100% because some Teachers (5) did not respond.

	Teachers Responses					
	Yes	%	No	%	No Res.	%
3. Did the incentive classes and activities achieve their goal of promoting better attendance?	29	85%	0	0	5	15%

	Pupils Responses			
	Yes	%	No	%
4. Did the incentive classes or activities cause you to attend more? If yes, list activity(ies) or class(es) that caused you to attend.	77	91%	8	9%

Incentive class or activity	Number times mentioned*
Physical Education	52
Field Trips	48
Science	44
Overnight Camping	39
Arts and Crafts	39
Breakfast	34

*Total doesn't equal 85 because many pupils listed several activities and classes.

TABLE 5

COMPARISON OF TEACHER AND PUPIL RESPONSES TOWARD INCENTIVE ACTIVITIES (BREAKFAST, FIELD TRIPS, OVERNIGHT CAMPING)

Question: Did you consider the following to be worthwhile (beneficial)?

		Faculty			Pupil		
		Yes	No		Yes	No	
1. Field Trips	(33)	97%	0%*	(82)	96%	4%	(3)
2. Overnight Camp	(34)	100%	0%	(68)	80%	7%	(6)**
3. Breakfast	(33)	97%	3% (1)	(68)	80%	20%	(17)

*3% uncertain (1) **13% uncertain (11)

TABLE 6

EXPERIMENTAL SUMMER SCHOOL PUPILS LISTING OF ACTIVITY OR CLASS THEY LIKED BEST

Activity or Class	Number Times Mentioned	%
Overnight Camping	16	19%
Physical Education	16	19%
Reading	16	19%
Science	16	19%
Field Trips	14	16%
Arts and Crafts	5	6%
No Response	2	2%

TABLE 7

EXPERIMENTAL SUMMER SCHOOL PUPILS LISTING OF ACTIVITY OR CLASS THEY LIKED LEAST

Activity or Class	Number Times Mentioned	%
Arts and Crafts	9	11%
Reading	8	9%
Science	8	9%
Physical Education	6	7%
Breakfast	3	4%
Field Trips	2	2%
Camping	1	1%
None (did not dislike any)	47	55%

*Total does not equal 100% because some pupils did not respond (1) to item.

TABLE 8

PARENTS LISTING OF THE EXPERIMENTAL SUMMER SCHOOL ACTIVITY OR CLASS THEY LIKED BEST

Activity or Class	Number Times Mentioned	%
Reading	9	43%
Field Trips	6	29%
Overnight Camping	3	15%
Science	1	5%
Arts and Crafts	1	5%
Breakfast	1	5%

*Total does not equal 100% because of rounding-off.

TABLE 9

FACULTY MEMBERS LISTING OF EFFECTIVE ASPECTS OF EXPERIMENTAL SUMMER SCHOOL

Effective Aspects	*Number Times Mentioned
Smaller Classes	18
Incentive Activities (field trips, camping)	17
Informal Class Setting (recreational approach to learning)	8
Breakfast	7
Class Schedule	7
Incentive Classes (P.E. science, arts and crafts)	4
Teacher-Pupil Relationship	4
Library Facilities	4
Planning of Program	3
Opportunity for Experimentation (creativity)	3
Pupil Attendance	2
Good Teachers	2
Mid-Morning Snack	2
Pupils Greater Desire to Learn	2
Reduced Discipline Problems	2
Opportunity for Pupils to Appreciate Literature	1
Reading	1
Reading Class Length of Two Hours	1
Leadership	1
Teacher Aides	1
Educational Opportunities (large number)	1
Departmentalization	1
Materials	1
Pupil Self-Concept (encouraged)	1
Pupil Achievement (higher level)	1

*Many teachers mentioned several effective aspects.

TABLE 10

FACULTY MEMBERS LISTING OF INEFFECTIVE ASPECTS OF EXPERIMENTAL SUMMER SCHOOL

Ineffective Aspect	Number Times Mentioned
Testing (pre and post reading tests)	13
Materials and Facilities	10
Schedule (four hours too long)	6
Teacher Aides (poorly trained)	4
Planning Time (teachers)	2
Summer Program (six weeks too short)	2
Discipline	2
Pupil Attendance	2
Pupil Selection	2
Breakfast	1
Organization	1
Pupil Information	1
Class Size (too many in science)	1
Class Schedule (one and a half hours too long)	1
Social Studies (not offered)	1
Pupil Questionnaire	1
Planning (teachers and parents not included)	1
Teacher-Pupil Rapport	1
Teacher Aides (need more)	1

TABLE 11

RESPONSES OF EXPERIMENTAL SUMMER SCHOOL PUPILS CONCERNING THE PART OF THE SUMMER PROGRAM THEY WOULD LIKE TO CHANGE

Activity or Class	Number Times Mentioned	%
A. Add activity or class		
Mathematics	6	7%
Music	2	2%
Spelling	2	2%
English	2	2%
Library (make larger)	1	1%
Trip (last day of summer school)	1	1%
B. Delete class or activity		
Arts and Crafts	13	15%
Science	5	6%
Reading	3	4%
Field Trip (to Big Ditch)	1	1%
C. No change in program		
None (leave program as is)	42	49%
No response	5	6%

TABLE 12

RESPONSES OF NON-EXPERIMENTAL SUMMER SCHOOL PUPILS CONCERNING THE PART OF THE SUMMER PROGRAM THEY WOULD LIKE TO CHANGE

Activity or Class	Number Times Mentioned	%
A. Add activity or class		
Playground games (recess)	3	9%
Reading (better reading (more))	2	6%
B. Delete class or activity		
SRA (individual reading kit)	1	3%
C. No change in program		
None (leave program as is)	26	81%

* Total does not equal 100% because of rounding-off.

TABLE 13

FACULTY MEMBERS SUGGESTIONS FOR IMPROVING THE EXPERIMENTAL SUMMER SCHOOL

Area for Improving	Number Times Mentioned
Reduce Testing (reading)	7
Teacher Orientation (in-service meetings)	7
More materials	7
Daily schedule (reduce)	6
Curriculum (include music, math., language, spelling. social studies)	5
Include more students	4
Lengthen program to eight weeks	2
Teacher aides (train)	2
Supervised recess	2
Planning time for teacher (for field trip, etc.)	2
Pupil information (before school begins)	2
Involve parents	2
Breakfast served at 8:00 a.m.	1
Library orientation with parents (before school begins)	1
Homogeneous grouping	1
Overnight camping for two days	1
List of resource persons	1
Reduce incentive class size (6-8)	1
Pupil testing and interviewing before school begins	1
Pupil and parent committment for attendance	1
Class schedule (longer and meet each day)	1
Class schedule (longer and meet alternate days)	1

TABLE 14

PARENTS RESPONSE CONCERNING THE PART OF THE SUMMER SCHOOL THEY WOULD LIKE TO CHANGE

Change	Number Times Mentioned	%
Add Math	3	14%
Begin summer school later (8:30 a.m.)	1	5%
No change	17	81%

Table 15 indicates that a high percentage of ESS pupils, parents, and faculty members prefer a four hour summer school program instead of a two hour program. The Non-ESS pupils, who were attending a two hour program, preferred a two hour program.

Eighty-seven percent of the ESS pupils and 63% of the Non-ESS pupils responded that if they could make their decision again they would attend summer school. Ninety-five percent of the parents indicated that if they could make their decision again, they would enroll their child in summer school. In addition, 91% of the faculty members said if they could make their decision again they would teach in the ESS.

TABLE 15

COMPARISON OF RESPONSES CONCERNING PREFERRED LENGTH OF SUMMER SCHOOL DAY

Group Surveyed	Four Hour	Two Hour
Experimental Summer School Pupils	61%(52)	39%(33)
Non-Experimental Summer School Pupils	19%(6)	81%(26)
Parents of Experimental School Pupils	95%(20)	5%(1)
Faculty Members of Experimental Summer School	56%(19)	12%(4)
Six teachers suggested a three hour day, four were uncertain, and one left the item blank.		

Attendance records for the ESS pupils were recorded on pupil information sheets. In addition, attendance records were kept for pupils attending Title I elementary summer school programs. Since one of the objectives of the ESS was to promote better school attendance, a comparison was made between the attendance of the ESS pupils and Non-ESS pupils (attending Title I summer school). Although complete attendance records were not returned for all pupils, all of the returned records were used in the tabulation which is listed in Table 16. In all instances the attendance of the ESS pupils per grade level was higher than the attendance of the Non-ESS.

Dropout data for the ESS pupils are listed in Tables 17 and 18. Vacation and illness are the major known reasons for dropout. Table 19 presents data pertaining to usage of the library in the Experimental Summer School. Usage by pupils may be considered as substantial while usage by parents might be considered limited. Table 20 shows a listing of places visited during field trips by Experimental Summer School pupils. It can be seen that two city parks and the zoo were the places most frequently visited.

TABLE 16

COMPARISON OF MEAN PERCENTAGE OF ATTENDANCE OF EXPERIMENTAL SUMMER SCHOOL PUPILS WITH MEAN PERCENTAGE OF ATTENDANCE OF NON-EXPERIMENTAL SUMMER SCHOOL PUPILS

	Experimental Summer School		Non-Experimental Summer School	
Grade	N	Mean %age of Attendance	N	Mean %age of Attendance
1	59	83.7%	195	77.9%
2	57	87.9%	161	78.4%
3	60	90.7%	181	80.1%
4	33	88.2%	155	84.3%
5	33	88.1%	116	77.3%

TABLE 17

EXPERIMENTAL SUMMER SCHOOL DROPOUTS

Number enrolled June 10	350
Number completing	315
Number of dropouts	35
Percent of dropouts	9.9%

TABLE 18

REASONS OF EXPERIMENTAL SUMMER SCHOOL DROPOUTS

Illness	4
Discipline	1
Vacation	5
Employment	2
Program length (too long)	1
Did not want to attend	2
Unknown	20

TABLE 19

EXPERIMENTAL SUMMER SCHOOL LIBRARY REPORT

Number of experimental summer school pupils using library	350
Number of books checked out by experimental summer school pupils	4431
Number of non-experimental summer school pupils using library	347
Number of parents using library	19
Number of books checked out by non-experimental summer school students and parents	684
Number of parent discussions	4

TABLE 20

FIELD TRIPS AVAILABLE TO PUPILS ENROLLED IN THE EXPERIMENTAL SUMMER SCHOOL

Places Visited	Number of Classes
Watson Park	26
Zoo	21
Riverside Park	19
Bowling Alley	7
Airport	9
Wichita (tour of city)	6
Library	5
Museum (art)	5
McConnell Air Force Base	5
Sims Park	5
Dairy	4
Humane Society	4
Cow Town	4
Hotel	3
Shopping Center	3
Nursery	3
Oak Park	3
Grocery Company	3
Television Station (KAKE)	2
Sheep Farm	2
Bakery	2
Potato Chip Company	2
Wichita State University	2
Florist	2
Linwood Park	2
Minisa Park	2
Museum (historical)	2
Big Ditch	2
Pet Shop	1

Note: The field trips listed in this table were taken by bus.

Other field trips were made within the neighborhood.

Observations

A total of twenty-four pupils were randomly selected from the Experimental Summer School enrollment sheet. The sample included six pupils from each of the following levels: post-kindergarten, 1st and 2nd level, 3rd and 4th level, and 5th and 6th level. A total of twenty-three pupils (one pupil stopped attending) were observed by an evaluator from the second through the sixth week of the ESS program. The evaluator spent approximately thirty minutes observing each pupil a total of three times (90 minutes of total observation per pupil). The evaluator tabulated behavior responses for each pupil on the observer tally sheet which included negative and positive behavior patterns. Concurrent with the classroom observations, the evaluator sometimes observed the pupils in informal learning situations (breakfast, mid-morning break, and playground activities).

Toward the end of the ESS program, a final interview was held with each teacher. The teachers rated the pupils' initial and final academic achievements and classroom adjustments. An individual interview was held with each pupil to ascertain his ratings of his interest, achievement, and attitude toward the ESS. In addition, home visitations were made and parents were asked to rate their child's interest toward and desire to attend the ESS.

Although twenty-four pupils were originally selected, data for twenty pupils is available (one pupil stopped attending and three parents could not be interviewed). The totals from the twenty rating sheets were converted to a final rating sheet in Table 21. Pupils, parents, teachers, and evaluator placed a very high percentage of their ratings

TABLE 21

RATINGS OF PUPIL'S ACCEPTANCE OF EXPERIMENTAL SUMMER SCHOOL

A. Interest and Achievement	VG	G	A	P	VP
1. Evaluator's initial rating of pupil's interest	5	9	3	2	1
2. Evaluator's final rating of pupil's interest	7	8	4	1	
3. Evaluator's initial rating of pupil's achievement		4	14	2	
4. Evaluator's final rating of pupil's achievement		8	11	1	
5. Teacher's initial rating of pupil's achievement	1	3	10	6	
6. Teacher's final rating of pupil's achievement	4	6	9	1	
7. Parent's rating of pupil's interest	10	6	4		
8. Pupil's rating of his (her) interest	10	7	2	1	
9. Pupil's rating of his (her) achievement	6	9	4	1	
B. Attitude and Adjustment					
1. Evaluator's initial rating of pupil's adjustment	11	3	2	4	
2. Evaluator's final rating of pupil's adjustment	12	3	4	1	
3. Teacher's initial rating of pupil's adjustment	3	6	6	2	3
4. Teacher's final rating of pupil's adjustment	6	11	2	1	
5. Parent's rating of extent pupil wanted to attend	13	5	2		
6. Pupil's rating of extent he (she) wanted to attend	13	6	1		
7. Pupil's rating of experimental summer school	11	8	1		
8. Pupil's rating of preference for experimental summer school to regular school	10	8	2		
9. Pupil's rating of wanting to attend experimental summer school next summer	12	7	1		

VG = Very Good   G = Good   A = Average   P = Poor   VP = Very Poor as average, good or very good. Parents and pupils tended to place a higher percentage of their ratings as very good or good than the teachers and evaluator.

Although many of the initial and final ratings do not show a great deal of change, in all instances the final ratings show some improvement over the initial ratings. The item referring to the extent the pupils wanted to attend the ESS received the highest rating with 65% of the parents and 65% of the pupils responding in the very good column. Other areas that received a high proportion of very good responses were: desire to attend the ESS, final pupil adjustment (rating by evaluator) and initial pupil adjustment (rating by evaluator).

Two areas received ratings of very poor. These areas were initial rating of pupil interest by evaluator and initial rating of pupil adjustment by teacher. During the interval between initial and final ratings, it appears that the pupils made some progress since the very poor response column did not receive any responses on the final ratings.

More than 50% of the pupils listed their interest, achievement, rating of the ESS, and preference for the ESS as very good. In addition, 60% of the pupils responded with a very good response concerning their attending the experimental summer school next summer and another 35% of the pupils responded in the good column for attending the experimental summer school next summer.

Test Results

Teachers in the Wichita Public School summer reading programs grades 1-6 were requested to administer the appropriate level of the Stanford Reading Test near the beginning and again near the end of the program. An oral reading inventory with a word list and graded paragraphs was developed, and teachers were requested to administer it near the beginning and again near the end of each of the summer reading programs. A form was provided for reporting the results of the tests for each pupil. All pupils in the Experimental Summer School in grades 1-5 for whom a complete set of pretest and posttest results were reported were included in the analysis. There were not enough pupils in sixth grade with complete test results to warrant including sixth grade in the analysis. Two other groups were selected from each grade to be included in the analysis. One group was selected by randomly drawing the same number of pupils as were included for that grade in the Experimental Summer School group from all the pupils in the other 22 Title I summer schools for whom complete test scores were reported. Another group the same size was randomly drawn from the complete scores submitted by a few schools which were selected as being most nearly like the Experimental Summer Schools on a socio-economic basis.

The mean scores and standard deviations for each subtest of the Stanford Reading Test for each group are shown in Tables 22 through 26. It can be seen that in 25 of the 39 cases the posttest shows a gain, although usually very slight, over the pretest. On eight of the thirteen subtests the Experimental Summer School groups had higher mean scores than the other two groups. The Experimental Summer School groups show gains on eleven of the thirteen subtests.

The Stanford Reading Test results were subjected to an analysis of covariance with the pretest scores serving as the control variable. While the results of the analysis shown in Table 27 indicate that there are significant differences in the posttest means on some of the subtests, there is no clear pattern in favor of any of the groups. The adjusted posttest mean scores are given in Table 28 for all comparisons in which the differences were beyond the .05 level of significance. It can be seen that while the Experimental Summer School group has the highest adjusted mean score in four of the six cases, it has the lowest score in one case. The group randomly drawn from all 22 Title I summer schools does not have the highest adjusted mean score in any of the six comparisons, but is lowest on only two. In other words, while the trend seems to be in favor of the Experimental Summer School group, some reversals of this trend exist in the data.

TABLE 22

PRETEST AND POSTTEST COMPARISONS FOR FIRST GRADE PUPILS ON STANFORD READING TEST PRIMARY I

	Pretest Form X		Posttest Form Y	
N = 19	$\overline{X}$	SD	$\overline{X}$	SD
WORD READING				
Experimental Summer School Pupils	1.36	.52	1.47	.45
Non-Experimental Summer School Pupils-Selected	1.43	.26	1.42	.19
Non-Experimental Summer School Pupils-Random	1.32	.34	1.26	.50
VOCABULARY				
Experimental Summer School Pupils	1.17	.32	1.10	.62
Non-Experimental Summer School Pupils-Selected	1.37	.19	1.42	.21
Non-Experimental Summer School Pupils-Random	1.25	.33	1.32	.18
WORD STUDY				
Experimental Summer School Pupils	1.57	.34	1.60	.39
Non-Experimental Summer School Pupils-Selected	1.28	.19	1.31	.17
Non-Experimental Summer School Pupils-Random	1.13	.43	1.32	.20

TABLE 23

PRETEST AND POSTTEST COMPARISONS FOR SECOND GRADE PUPILS ON STANFORD READING TEST PRIMARY I

	Pretest Form X		Posttest Form Y	
N = 27	$\bar{X}$	SD	$\bar{X}$	SD
WORD READING				
Experimental Summer School Pupils	2.09	.46	2.47	.58
Non-Experimental Summer School Pupils-Selected	1.92	.47	1.97	.47
Non-Experimental Summer School Pupils-Random	2.02	.38	2.22	.51
VOCABULARY				
Experimental Summer School Pupils	2.04	.80	2.13	.52
Non-Experimental Summer School Pupils-Selected	2.11	.57	2.10	.68
Non-Experimental Summer School Pupils-Random	2.02	.52	2.00	.56
WORD STUDY				
Experimental Summer School Pupils	2.27	.67	2.54	.93
Non-Experimental Summer School Pupils-Selected	2.22	.77	1.84	.76
Non-Experimental Summer School Pupils-Random	2.11	.67	2.04	.45

TABLE 24

PRETEST AND POSTTEST COMPARISONS FOR THIRD GRADE PUPILS ON STANFORD READING TEST PRIMARY II

	Pretest Form X		Posttest Form Y	
N = 31	$\bar{X}$	SD	$\bar{X}$	SD
WORD MEANING				
Experimental Summer School Pupils	2.84	.59	2.94	.52
Non-Experimental Summer School Pupils-Selected	2.76	.63	2.69	.50
Non-Experimental Summer School Pupils-Random	2.59	.58	2.53	.51
PARAGRAPH MEANING				
Experimental Summer School Pupils	2.74	.55	2.79	.64
Non-Experimental Summer School Pupils-Selected	2.53	1.75	2.49	.53
Non-Experimental Summer School Pupils-Random	2.45	.61	2.67	.64
WORD STUDY				
Experimental Summer School Pupils	2.95	1.42	3.18	1.28
Non-Experimental Summer School Pupils-Selected	2.26	.57	2.27	.51
Non-Experimental Summer School Pupils-Random	2.16	.69	2.38	.78

TABLE 25

PRETEST AND POSTTEST COMPARISONS FOR FOURTH GRADE PUPILS ON STANFORD READING TEST PRIMARY II

	Pretest Form X		Posttest Form Y	
N = 16	$\bar{X}$	SD	$\bar{X}$	SD
WORD MEANING				
Experimental Summer School Pupils	3.26	.58	3.19	.80
Non-Experimental Summer School Pupils-Selected	3.34	.74	2.97	.65
Non-Experimental Summer School Pupils-Random	3.00	.80	3.19	.57
PARAGRAPH MEANING				
Experimental Summer School Pupils	3.18	.85	3.16	.80
Non-Experimental Summer School Pupils-Selected	3.17	.63	3.22	.82
Non-Experimental Summer School Pupils-Random	2.89	.77	2.91	.74

TABLE 26

PRETEST AND POSTTEST COMPARISONS FOR FIFTH GRADE PUPILS ON STANFORD READING TEST INTERMEDIATE I

	Pretest Form X		Posttest Form Y	
N = 15	$\bar{X}$	SD	$\bar{X}$	SD
WORD MEANING				
Experimental Summer School Pupils	4.30	1.24	4.45	1.27
Non-Experimental Summer School Pupils-Selected	4.03	.77	4.41	.78
Non-Experimental Summer School Pupils-Random	3.67	.69	3.31	.67
PARAGRAPH MEANING				
Experimental Summer School Pupils	3.83	1.13	4.16	1.00
Non-Experimental Summer School Pupils-Selected	3.66	.86	3.71	1.02
Non-Experimental Summer School Pupils-Random	3.13	.80	3.31	.82

TABLE 27

RESULTS OF EXPERIMENTAL SUMMER SCHOOL, NON-EXPERIMENTAL SUMMER SCHOOL - SELECTED, AND NON-EXPERIMENTAL SUMMER SCHOOL - RANDOM GROUP COMPARISONS BY ANALYSIS OF COVARIANCE

Grade	Subtest	Source of Variation	df	Adjusted Mean Squares	F
1	Word Reading	Between Groups	2	.195	1.12
		Within Groups	53	.174	
1	Vocabulary	Between Groups	2	.560	3.41*
		Within Groups	53	.164	
1	Word Study Skills	Between Groups	2	.085	1.98
		Within Groups	53	.043	
2	Word Reading	Between Groups	2	.78	6.29**
		Within Groups	77	.124	
2	Vocabulary	Between Groups	2	.085	0.34
		Within Groups	77	.249	
2	Word Study Skills	Between Groups	2	3.205	6.86**
		Within Groups	77	.467	
3	Word Meaning	Between Groups	2	.54	3.97*
		Within Groups	89	.136	
3	Paragraph Meaning	Between Groups	2	.535	1.66
		Within Groups	89	.322	
3	Word Study Skills	Between Groups	2	.945	3.34*
		Within Groups	89	.283	
4	Word Meaning	Between Groups	2	.605	1.60
		Within Groups	44	.378	
4	Paragraph Meaning	Between Groups	2	.055	0.14
		Within Groups	44	.392	
5	Word Meaning	Between Groups	2	2.60	6.27**
		Within Groups	41	.373	
5	Paragraph Meaning	Between Groups	2	1.24	1.46
		Within Groups	41	.85	

* $p < .05$
**$p < .01$

According to the manual of instructions provided, the teacher assigned a reading level for word recognition and comprehension to each pupil as a result of an oral reading inventory. These results were tabulated for each of the three groups under study for an oral reading inventory near the beginning of the summer program and again near the end. The tabulations are shown in Tables 29 through 33. The distributions show a marked increase in performance at the upper grade levels. The amount of increase progressively less for lower grade levels. Some groups in first grade show no change at all. Some teachers who administered the inventory in the lower grades indicated that they felt there was too much difference in the level of difficulty of the graded paragraphs at the preprimer, primer, and first grade levels. As with the silent reading test, the Experimental Summer School groups are generally higher on both the pretest and posttest than the other two groups. There is no clear evidence, however, that the groups from any one type of summer school consistently made more progress than the groups from another type of summer school.

TABLE 28

ADJUSTED MEAN SCORES FOR SUBTESTS RESULTING IN A SIGNIFICANT F BY ANALYSIS OF COVARIANCE

	Posttest Adjusted Mean Scores		
Subtest	Experimental Summer School	Non-Experimental Summer School Pupils-Selected	Non-Experimental Summer School Pupils-Random
2nd Grade Word Reading	2.40	2.06	2.21
2nd Grade Word Study Skills	2.51	1.83	2.08
5th Grade Word Meaning	4.22	4.38	3.58
1st Grade Vocabulary	1.10	1.41	1.34
3rd Grade Word Meaning	2.87	2.67	2.61
3rd Grade Word Study Skills	2.79	2.43	2.61

2

TABLE 29

PRETEST AND POSTTEST RESULTS OF ORAL READING INVENTORY, FIRST GRADE

N = 19

	Test	Group	Reading Levels PP & below	P	1	2
Word Recognition	Pre-test	Experimental Summer School	4	11	4	
		Non-Exp. Summer School-Selected	11	3	5	
		Non-Exp. Summer School-Random	12	4	2	1
	Post-test	Experimental Summer School	4	11	4	
		Non-Exp. Summer School-Selected	11	3	5	
		Non-Exp. Summer School-Random	10	6	2	
Comprehension	Pre-test	Experimental Summer School	5	9	5	
		Non-Exp. Summer School-Selected	6	5	8	
		Non-Exp. Summer School-Random	7	7	4	1
	Post-test	Experimental Summer School	3	8	8	
		Non-Exp. Summer School-Selected	4	7	8	
		Non-Exp. Summer School-Random	3	8	6	1

TABLE 30

PRETEST AND POSTTEST RESULTS OF ORAL READING INVENTORY, SECOND GRADE

N = 27

	Test	Group	Reading Levels					
			PP & below	P	1	2	3	4
Word Recognition	Pre-test	Experimental Summer School		4	8	13	2	
		Non-Exp. Summer School-Selected		7	4	9	7	
		Non-Exp. Summer School-Random		5	2	11	8	1
	Post-test	Experimental Summer School	1	2	6	10	8	
		Non-Exp. Summer School-Selected		5	8	8	6	
		Non-Exp. Summer School-Random		1	1	11	9	4
Comprehension	Pre-test	Experimental Summer School		3	8	13	2	
		Non-Exp. Summer School-Selected		4	6	9	8	
		Non-Exp. Summer School-Random		1	3	10	12	1
	Post-test	Experimental Summer School		3	7	11	5	1
		Non-Exp. Summer School-Selected		2	3	11	10	1
		Non-Exp. Summer School-Random		1		11	10	4

TABLE 31

PRETEST AND POSTTEST RESULTS OF ORAL READING INVENTORY, THIRD GRADE

N = 31

			Reading Levels							
	Test	Group	PP & below	P	1	2	3	4	5	6
Word Recognition	Pre-test	Experimental Summer School	3	3	3	10	6	4	1	1
		Non-Exp. Summer School-Selected	2	2	9	10	4	4		
		Non-Exp. Summer School-Random	3		3	16	7	1	1	
	Post-test	Experimental Summer School			4	8	11	6	1	1
		Non-Exp. Summer School-Selected			6	8	11	2	3	1
		Non-Exp. Summer School-Random	1	2	2	8	13	3	2	
Comprehension	Pre-test	Experimental Summer School		2	3	13	9	4		
		Non-Exp. Summer School-Selected		4	2	8	9	4	4	
		Non-Exp. Summer School-Random	1	2	1	15	11	1		
	Post-test	Experimental Summer School			2	7	12	8	2	
		Non-Exp. Summer School-Selected	1		5	8	10	3	2	2
		Non-Exp. Summer School-Random			3	7	16	4	1	

TABLE 32

PRETEST AND POSTTEST RESULTS OF ORAL READING INVENTORY, FOURTH GRADE

N = 16

			Reading Levels							
	Test	Group	PP & below	P	1	2	3	4	5	6
Word Recognition	Pre-test	Experimental Summer School				3	7	6		
		Non-Exp. Summer School-Selected			4	6	5		1	
		Non-Exp. Summer School-Random	1		2	6	4	2	1	
	Post-test	Experimental Summer School					5	6	4	1
		Non-Exp. Summer School-Selected				3	7	3	3	
		Non-Exp. Summer School-Random	1		2	5	4	1	3	
Comprehension	Pre-test	Experimental Summer School			1	1	12	2		
		Non-Exp. Summer School-Selected			3	4	5	2	2	
		Non-Exp. Summer School-Random		2	2	4	3	3	2	
	Post-test	Experimental Summer School				1	7	7		1
		Non-Exp. Summer School-Selected				1	5	8	1	1
		Non-Exp. Summer School-Random		1		3	4	4	4	

TABLE 33

PRETEST AND POSTTEST RESULTS OF ORAL READING INVENTORY, FIFTH GRADE

N = 15

	Test	Group	Reading Levels							
			PP & Below	P	1	2	3	4	5	6
Word Recognition	Pre-test	Experimental Summer School					2	4	5	4
		Non-Exp. Summer School-Selected			1		5	5	3	1
		Non-Exp. Summer School-Random			2	4	4	3	2	
	Post-test	Experimental Summer School						3	6	6
		Non-Exp. Summer School-Selected			1		1	6	6	1
		Non-Exp. Summer School-Random				4	3	5	3	
Comprehension	Pre-test	Experimental Summer School						1	4	10
		Non-Exp. Summer School-Selected		1			6	7	1	
		Non-Exp. Summer School-Random				4	2	7	2	
	Post-test	Experimental Summer School							3	12
		Non-Exp. Summer School-Selected	1				3	6	4	1
		Non-Exp. Summer School-Random					3	6	4	2

COMMENTS ON RESULTS

Post-kindergarten teachers agreed that the goals and activities were appropriate and that the majority of pupils progressed on most of the goals and activities. The teachers felt that three hours was a more desirable length of time for such a program.

Questionnaire responses of pupils, parents, and faculty were mostly positive toward the Experimental Summer School. Questions pertaining to specific learning areas and pupil attitude yielded highly positive responses. Pupil and faculty responses revealed that these groups felt that the incentive classes promoted better school attendance. Examination of attendance records revealed that the attendance of the ESS pupils was higher than that of the conventional summer school pupils.

Observations and interviews resulted in ratings of pupil interest, achievement, adjustment, and preference for the Experimental Summer School. Some improvement was indicated by final ratings being higher than initial ratings. It appeared that pupils favored the ESS over conventional summer school.

While the results of the pretest and posttest administration of a silent reading test and an oral reading inventory appeared to favor Experimental Summer School pupils over two other summer school groups, the results were not conclusive. The ESS groups did show gains on most of the subtests. A question was raised pertaining to the appropriateness of such testing in such a program.

DELINQUENT CHILDREN SUMMER SCHOOL PROGRAM

The provisions of ESEA P.L. 89-10 Title I as amended by P.L. 89-750 included projects to meet the special educational needs of children living in institutions for delinquent children.

The institutions served under this program were Friendly Gables and Lake Afton Boys Ranch. Friendly Gables is a resident facility for school age girls. Lake Afton Boys Ranch is a resident facility for school age boys. The Sedgwick County Juvenile Court administers both institutions and assigns juveniles to them. Care is provided for both pre-court and post-court adjudication cases.

Educational programs for residents of these two institutions are operated by the Wichita Public Schools. The Department of Special Education supervises the educational activities and programs during the juveniles' stay at the institutions.

The Delinquent Children Summer School component of the Title I project in the Wichita Public School was organized to help meet the educational needs of these institutionalized children through the provision of educational and supportive services. Those professional personnel involved in the programs identified the primary needs of the institutional residents as: (1) maintenance and improvement of educational levels through instructional assistance in small groups and in specific curricular areas; (2) guidance and counseling services to aid residents in developing better adjustment through more positive attitude and improved self concepts; and (3) the provision of activities for residents during the summer months, particularly arts and crafts and physical education.

OBJECTIVES

1. To provide educational programs during the summer for residents of Friendly Gables and Lake Afton Boys Ranch.
2. To maintain or raise the educational level in the academic and enrichment areas.
3. To provide supportive services, particularly guidance and counseling, to the institutional residents.
4. To improve the social and emotional adjustment of the institutional residents.
5. To encourage reentry into the regular school program.

PROCEDURES

Activities and services were provided during an eight-week period to help attain the objectives of the Summer School Program for Delinquent Children. Table 34 shows the activities and services provided at each institution.

TABLE 34

SUMMER SCHOOL ACTIVITIES AND SERVICES FOR DELINQUENT CHILDREN

	Activities and Services							
Institution	Art	Bus. Education	Guid. & Counseling	Home-making	Ind. Arts	Phys. Ed.	Corrective Reading	Lang. Arts
Friendly Gables	X	X	X	X		X	X	
Lake Afton	X		X		X	X	X	X

All of the services listed above were of an instructional nature with the exception of the guidance and counseling service. A total of 12 professional persons were employed for eight weeks to provide the listed services. Amounts of time spent by employed persons varied. Table 35 shows the number employed in each area, the number of hours per day that each of the persons was employed, and the total number of hours of instruction or service provided in each area.

TABLE 35

AMOUNT OF INSTRUCTION AND SERVICE PROVIDED PUPILS IN THE SUMMER PROGRAM FOR DELINQUENT CHILDREN

Activity or Service	Number of Persons Employed	Hours Per Day Each Person Served	Total Hours Per Day
Art	1	4	4
Guidance & Counseling	2	4	8
Business Education	1	2	2
Homemaking	1	4	4
Physical Education	2	2	4
Corrective Reading	3	4, 4, 3	11
Industrial Arts	1	4	4
Language Arts	1	1	1

DESCRIPTION OF PROGRAMS

Because of the highly mobile characteristic and the wide range in age and ability of the institutional residents, all curricular offerings must be very flexible. Following is a description of courses offered in the Summer School for Delinquent Children.

Art

The art program in both institutions consisted of drawing with pencil, ink and charcoal, painting with pastel and polymer, pattern and architectural design, and ceramics.

Business Education

Because of the preference shown by the girls at Friendly Gables, typing was chosen as the business education course. The beginning students concentrated on the letter keyboard using the lessons in the typing text. Those with previous typing experience were given projects and drills on speed and accuracy. These students were taught to set up letters from unarranged copy, to tabulate, and to type various forms used in offices. The personal aspect of typewriting was stressed.

Homemaking

The structure of the homemaking classes at Friendly Gables was almost entirely individually arranged because of the many levels of learning among the girls. The classes were small enough to allow individual instruction. The content of the course was primarily clothing instruction. With the teacher's approval, each student selected a pattern and fabric. The projects completed included blouses, shorts, dresses, and stuffed animals.

Physical Education

The physical education program was combined recreation and physical education.

At Friendly Gables each girl would choose her activity three days a week, then receive individual instruction in that activity. Two days each week were devoted to class instruction and participation in a specific activity. The activities at Friendly Gables included softball, volleyball, tennis, golf, shuffelboard, badminton, deck tennis, dance, ping pong, pool, and recreational games.

The Lake Afton boys program consisted of volleyball, badminton, basketball, relays, wrestling, gymnastics, and softball. To help maintain interest the rules were kept simple and only a small amount of time was devoted explaining the fundamentals of the activities.

Corrective Reading

The corrective reading program at both institutions contained these elements: oral reading from library books, comprehension drills from a workbook; summary reports from teacher selected materials; vocabulary improvement by use of games; practice in phonics; speed reading; improvement of silent and oral reading technique; and encouraging interest in reading out of school.

Much of this was accomplished on several different grade levels because of the varied ages and backgrounds of the institutional residents.

Industrial Arts

The industrial arts program at Lake Afton Boy's Ranch included the following: teaching the proper care and use of basic woodworking tools from hand tools to power machinery; reading and understanding the use of detail plans in making projects; and the assembling and finishing of projects.

Some of the projects completed include: wall plaques, desk sets, nameplates, wall shelves, shadow boxes; and small cedar chests.

Language Arts

The language arts program was integrated into the corrective reading course at Lake Afton Boy's Ranch. Those who were in upper grade levels and/or in higher reading levels were given lessons in grammar and composition.

Guidance and Counseling

The counselor in each of the two institutions counseled with students on an individual basis. The counselors frequently provided liaison between the boys and girls and the probation offices.

Testing was done on an individual basis in each institution. These included intelligence tests and reading tests.

The counselor at Friendly Gables held group counseling sessions for about two weeks. The counselor at Lake Afton enrolled the boys in summer school and kept some of the necessary school records.

EVALUATION STRATEGY

The principal sources of evaluative data were reports from teachers and counselors. These professional personnel were given the Student Record Form (see appendix) at the beginning of the program. This form provided for demographic data, student progress reports, and anecdotal records. In addition to this data, the Summer School Evaluation Form (see appendix) was provided near the end of the program on which the professional personnel furnished information descriptive of the program and other reactions.

In addition to the information provided on the above forms the evaluator observed classes, interviewed children, teachers, and institutional supervisors to gain further information about the summer program.

Because of the high mobility of the residents of the institutions and the short time involved in summer school, a pretest, posttest objective measurement program was not conducted.

PRESENTATION OF DATA

Pupil Data

The following tables show the number of pupil participants, ages, grade placement, and attendance.

TABLE 36

PUPIL PARTICIPATION IN DELINQUENT CHILDREN SUMMER SCHOOL PROGRAM

Institution	Number of Pupils (unduplicated count)
Friendly Gables	45
Lake Afton Boy's Ranch	56
Total	101

TABLE 37

AGES OF PARTICIPANTS IN DELINQUENT CHILDREN SUMMER SCHOOL PROGRAM

Ages	Lake Afton	Friendly Gables
9 and under	1	
10 and 11	3	
12 and 13	16	7
14 and 15	35	26
16 and 17	1	11
	Range 7-17 years Median 14 years	(No information on one pupil)

TABLE 38

GRADE PLACEMENT OF SUMMER SCHOOL PARTICIPANTS DELINQUENT CHILDREN PROGRAM

Grade	Lake Afton	Friendly Gables
Under 5	2	1
5 - 6	9	1
7 - 8	26	10
9 - 10	19	23
11 - 12	0	10
	Range 1st-10th grade Median 8th grade	Range 6th-12th grade Median 9th grade (No information on one pupil)

TABLE 39

NUMBER OF SUMMER SCHOOL DAYS ATTENDED BY PUPILS IN DELINQUENT CHILDREN PROGRAM

(Total possible was 38)

No. of Days	Lake Afton	Friendly Gables
1 - 3	10	3
4 - 6	8	12
7 - 9	7	9
10 - 12	9	4
13 - 15	1	3
16 - 18	7	4
19 - 21	2	1
22 - 24	1	3
25 - 27	1	3
28 - 30	1	2
31 - 33	0	
34 - 36	0	
37 - 39	9	
	Range 1-38 days Median 12 days	Range 3-33 days Median 10 days

The varied ages, grade levels, and the high mobility rate of the residents of the institutions is readily apparent from these descriptive tables and statistics. It is for these reasons that small classes and flexibility of scheduling were a necessity.

Teacher Ratings of Pupil Progress

Because of the wide range of educational levels, the highly mobile population, and the relatively short term summer school, measurement of pupil progress was of a subjective nature. The teacher ratings, while very broad and very general, gave some indication of student progress in the summer program. Table 40 contains the results of the ratings of pupils who were in attendance five or more days.

TABLE 40

TEACHER RATINGS OF PUPIL PROGRESS IN DELINQUENT CHILDREN SUMMER SCHOOL PROGRAM

	Ratings			
Institution	Not Improved	Slightly Improved	Greatly Improved	No Rating
Lake Afton	8	33	0	3
Friendly Gables	15	27	2	1

Institutional Supervisor Interview Analysis

The supervisor of each institution was interviewed by the evaluator to obtain her reaction to the summer school program. The form used by the evaluator is shown in the Appendix.

The supervisors were very cooperative during the summer school program. They were enthusiastic about the program and wished to continue almost all phases of the school.

The supervisors felt that all the summer school subjects were of value to their residents. The one subject which they considered most valuable was corrective reading. One supervisor felt that the counseling program was not needed in the institution because of the availability of social workers, probation officers, and personnel within the institution. One supervisor felt that while art was of value, more residents would profit from music.

In the opinion of the supervisors, the reaction of the institutional residents to summer school was very favorable.

The dominant feature which kept entering the responses of the supervisors to questions were the highly qualified teachers and the individual attention received by the residents. These two factors were considered to be mainly responsible for the success of the program.

Some of the responses of supervisors are quoted below:

> "Greatest thing that has happened -- has been of great benefit." (corrective reading)
>
> "We really needed reading."
>
> "One student with low reading ability now has confidence -- reads magazines after school hours."
>
> "No problems encountered."
>
> "Always beneficial -- the children enjoy it." (physical education)
>
> "Should be scheduled in the morning." (physical education)
>
> "They like to work with their hands and create things." (art)
>
> "Maybe one or two have benefited -- those who have talent in that direction." (art)
>
> "Yes they really enjoy this -- all girls." (homemaking)
>
> "I would like to have the shop going constantly." (industrial arts)
>
> "The boys made so many things. They are anxious to work." (industrial arts)
>
> "Has relieved me of some of my work load." (counselor)

"Must work with probation offices." (counselor)

"Tried group counseling -- it didn't work."

"Summer program is very beneficial. I have noticed a lot of change from when we didn't have this program. The boys are less restless."

"It is more important to have summer program than winter."

"Pupils are real excited about showing parents their reading papers."

"Residents can go back to regular school now where they couldn't otherwise."

"The individual attention is great."

Student Reaction

Two residents from each institution were interviewed by the evaluator to get their reaction and general feeling about summer school. The residents were asked to name their favorite summer school subject; the subject which they liked least; the subject which they thought would help them most when they returned to regular school; what they liked best about overall summer school and what they liked least.

The favorite subjects for the girls were typing and homemaking. The boy's preference was the shop course.

One student stated that he liked reading the least, and one liked physical education the least. The other two said they liked all subjects.

Reading was chosen as the subject which the students felt would help them most in regular school.

The students seemed appreciative that summer school activities were available to them. They also felt they could learn more because of the individual help which they received.

Techniques and Procedures Considered Particularly Effective

Following are some techniques and procedures listed by teachers and counselors which they considered to have been particularly effective during summer school:

The counselor talked to boys outside the office setting, such as helping him with a shop project or simply taking walks over the ranch. Communication was more effective in these informal settings.

Students who worked to capacity and took pride in achieving fine workmanship in industrial arts were rewarded with pen sets, a base, and a sub-base to make a desk set.

Games were used in teaching of reading anytime they would serve the particular purpose.

Papers (reading) were kept in individual folders and grades and rewards given on the basis of this folder.

Use of the "Mini-Tramp" in physical education.

Boys made pleasing abstract designs on wall plaques from scraps of wood.

Group work in counseling was considered by counselor to be very effective.

Motivation and participation were better when the girls were allowed to select their activities. A rest period helped to sustain interest and gave the physical education teacher an opportunity to know the girls better and to have a greater understanding of their problems.

Three students enrolled in typing were non-readers and did not know the alphabet. These students were drilled on the alphabet as they learned to strike the keys. They were encouraged to hit the key and say the letter they typed. After striking the key, they were asked to draw the letter on a piece of sandpaper with their finger and to say the letter as they drew it.

Major Advantages

The major advantages of the summer school program as cited by the professional personnel involved were:

The reading program was most helpful with its individual instruction and participation.

The opportunity was present to give the student much more individual attention than in regular large class sessions.

The summer program provided these pupils with worthwhile activities during the summer without the threat of failure.

The environment was flexible and unstructured enough that the pupils did not seem to react toward school with the same attitude as toward regular school.

The pupils found acceptance in school and were allowed a freedom of expression.

The summer program gave the pupils a chance to prepare for the regular school term.

Major Problem Areas

Some of the problems cited by teachers were:

Lack of adequate physical facilities. Storage space for materials was needed. The counselor needs a private room or office for interviewing and counseling. (Friendly Gables)

The counselor's role was not clearly defined.

Lack of adequate teacher orientation to the rules and regulations of the institutions.

Physical education classes scheduled in the heat of the afternoon. Class should be broken into smaller units and shorter time rather than all in one class for a two hour period.

A coordinator of the educational program within the institution is needed.

Absences from class were a major problem. Students were called out of class to talk to counselor or probation officer. Some students went to camp for two weeks.

More typewriters are needed.

Lack of time for a large portion of students to continue their studies because of short terms.

Time lag is too great between time of ordering materials and delivery of materials.

Hot weather.

The main problem was the extreme range of abilities.

SUMMARY

Most of the objectives of the program were apparently met. Programs and services were provided. Many teachers and counselors reported improved adjustment primarily because of opportunities for communication with the pupils. Because of the educational programs offered, reentry into regular school should be easier for most pupils.

The major problems seemed to be the mobility of the residents and the lack of time for pre-planning and coordination among the teachers. This latter factor is caused primarily by the short time period between the end of the regular school term and the beginning of the summer school term.

Teachers, students, and institutional supervisory personnel seem enthusiastic about the programs and felt that with few modifications the programs should continue during subsequent summers.

NEGLECTED CHILDREN SUMMER SCHOOL PROGRAM

The provisions of ESEA P.L. 89-10 Title I as amended by P.L. 89-750 included projects to meet the special educational needs of children living in institutions for neglected and/or dependent children. The institutions served under this program were Booth Memorial Hospital, Maude Carpenter Children's Home, Phyllis Wheatley Children's Home, and the Wichita Children's Home.

The Booth Memorial Hospital maintains a home and hospital for pregnant girls. It is a private agency which has financial assistance from the United Fund and the Salvation Army. The regular educational program at Booth Memorial is administered through the Department of Special Education, Wichita Public Schools.

The Maude Carpenter Children's Home is a licensed private agency, with United Fund assistance, which provides 24-hour care for dependent and neglected children ages three through sixteen. The children from the home attend the Wichita Public Schools during the regular school year.

The Phyllis Wheatley Children's Home is a licensed private agency, participating in the United Fund. The home provides 24-hour care for dependent and neglected children, ages two through sixteen. The home also operates a day nursery for children ages three through five whose parents are working and cannot pay the full costs of child care.

The Wichita Children's Home provides 24-hour care for boys ages two through twelve and girls ages two through eighteen. The home also provides temporary care for children who must live away from their families. The home receives referrals from the Sedgwick County Juvenile Court, Sedgwick County Welfare Department, Kansas State Department of Social Welfare, or by application to the superintendent of the school by private persons.

The Neglected Children Summer School Program, an eight week session, was organized to help meet the educational and social needs of these institutionalized children. The professional personnel involved in the programs identified the primary needs of the residents as: (1) the need for activities to be available to residents during the summer months; (2) opportunities for instruction and activities in the areas of music, arts and crafts, and physical education; and (3) development of positive attitudes and improvement of self-concepts.

OBJECTIVES

1. To provide educational programs and activities during the summer for residents of the institutions.
2. To enrich specific areas of institutional living as measured by participation in the activities provided.
3. To improve the social and emotional adjustment of the institutional residents through the development of positive attitudes and improved self-concepts.

PROCEDURES

To attain the objectives of this program, activities and services were provided during an eight week period. Table 41 shows the activities and services provided at each institution.

TABLE 41

SUMMER SCHOOL ACTIVITIES AND SERVICES FOR NEGLECTED CHILDREN

	Activities and Services				
Institution	Art	Business Education	Homemaking	Music	Physical Education
Booth Memorial		X	X		
Maude Carpenter	X			X	X
Phyllis Wheatley	X			X	X
Wichita Children's Home				X	X

All of the above services were of an instructional nature. A total of seven professional persons were employed for eight weeks to provide the listed services. Table 42 shows the number employed in each area, the number of hours per day that each of the persons was employed, and the total number of hours of instruction or services provided in each area.

TABLE 42

AMOUNT OF INSTRUCTION AND SERVICE PROVIDED TO PUPILS IN THE SUMMER PROGRAM FOR NEGLECTED CHILDREN

Activity	Number of Persons Employed	Hours Per Day Each Person Served	Total Hours Per Day
Art	1	4	4
Business	1	2	2
Homemaking	1	2	2
Music	2	2-4	6
Physical Education	2	2-4	6

The summer program utilized the facilities within the institutions. The professional personnel traveled to the institutions to provide the listed services.

DESCRIPTION OF COURSES

Art

Art media were explored in a creative manner. The children were divided into small groups to better develop personal contacts. Much time was spent getting the children to acquire more independence in working with creative tools and materials. Projects included puppets, clay people, animals and designs, watercolors, hooked rugs, tempera painting, paper mache, and construction paper work.

Business Education

Business education was offered only at Booth Memorial Hospital. The business education program was designed to offer the girls courses that would enable them to continue their education while at Booth.

The courses offered were typing I and II, bookkeeping, and shorthand. The personal aspect of all courses was stressed. Projects were chosen to meet the need of the particular student.

Some girls enrolled in shorthand and typing worked on drills to increase speed and accuracy while others asked for practice on manuscript typing and office production problems such as letters, business forms, and telegrams.

The bookkeeping class completed nineteen chapters in the text plus a practice set.

Homemaking

The courses offered in homemaking at Booth Memorial were child care and clothing. Both courses offered high school credit.

Music

The music program was planned to be one of enrichment and recreation. Concepts in music were introduced when the success of the various activities depended on a few basics.

The program consisted principally of singing activities, playing instruments, creative activities, rhythms, and films.

The children sang fun, action, and folk songs, and sang to the accompaniment of guitar and autoharp. Each child played percussion instruments (drum, castinets, tambourine, maracos, etc.). Several students played the autoharp and guitar.

Creative activities involved the writing of Haiku poetry and setting it to music using the pentatonic scale. Rhythm compositions were written using the rhythmic sounds of the children's names.

Children who showed a special talent and interest were given some training in the area of talent and interest.

Physical Education

Physical education activities included in this program were: softball, kickball, bombardment, relays, scooters, badminton, table tennis, croquet, tumbling, four-square, rope jumping, volleyball, circle games. Health education films were also used.

EVALUATION STRATEGY

The principle sources of evaluative data were reports from teachers and counselors. These professional personnel were given the Student Record Form (see appendix) at the beginning of the program. This form provided for demographic data, student progress reports, and anecdotal records. In addition to these data, the Summer School Evaluation Form (see appendix) was provided near the end of the program on which the professional personnel furnished information descriptive of the program and reactions to the program.

The evaluator observed classes, interviewed children, teachers, and institutional supervisors to gain further information about the summer activities.

Because of the mobility of the residents of the institutions, the type of program, and the short time involved in summer school, a pretest, posttest objective measurement program was not conducted.

PRESENTATION OF DATA

Pupil Data

The following tables show the number of pupil participants; the ranges and medians of age, grade placement, and attendance.

TABLE 43

PUPIL PARTICIPATION IN NEGLECTED CHILDREN SUMMER SCHOOL PROGRAM

Institution		Number of Pupils (unduplicated count)
Booth Memorial Hospital		20
Maude Carpenter Children's Home		26
Phyllis Wheatley Children's Home		44
Wichita Children's Home		39
	Total	129

TABLE 44

AGE RANGES AND MEDIANS OF PARTICIPANTS IN NEGLECTED CHILDREN SUMMER SCHOOL PROGRAM

Institution	Range	Median
Booth Memorial	14 - 22 yr.	17.5 yr.
Maude Carpenter	6 - 14	12
Phyllis Wheatley Children's Home	4 - 15	10
Wichita Children's Home	5 - 13	8

TABLE 45

GRADE PLACEMENT RANGES AND MEDIANS OF SUMMER SCHOOL PARTICIPANTS IN NEGLECTED CHILDREN SUMMER PROGRAM

Institution	Range	Median
Booth Memorial	9th - H.S. Grad.	12.5
Maude Carpenter	1st - 9th	6th
Phyllis Wheatley Children's Home	pre-school - 10th	3rd
Wichita Children's Home	pre-school - 8th	2nd

TABLE 46

RANGES AND MEDIANS OF NUMBER OF DAYS ATTENDED BY PUPILS IN NEGLECTED CHILDREN SUMMER PROGRAM

Institution	Range	Median
Booth Memorial	1 - 23	6
Maude Carpenter	5 - 38	31
Phyllis Wheatley Children's Home	3 - 38	30
Wichita Children's Home	7 - 38	35

From the above information in Tables 44 and 45 it can be seen that there was a wide range of ages and grade placements. This required much flexibility in scheduling which the teachers and the institutional personnel apparently accomplished.

At Booth Memorial some girls were not scheduled in class five days a week. Some girls were enrolled in school who were classified as out-patients rather than being full time hospital residents. Some of this latter group had transportation and scheduling difficulties which affected their attendance. These factors combine to reduce the attendance figure for Booth Memorial as shown by Table 46. In the other institutions the attendance was relatively good. Some residents went to summer camp for a week which reduced attendance figures.

Teacher Ratings of Pupil Progress

Teachers were asked to rate each student at the end of the program in three categories: not improved; slightly improved; or greatly improved. Tables 47 gives the results of a composite of these ratings:

TABLE 47

TEACHER RATINGS OF PUPIL PROGRESS IN NEGLECTED CHILDREN SUMMER PROGRAM

Institution	Not Improved	Slightly Improved	Greatly Improved	Not Rated
Booth Memorial	3	10	3	4
Maude Carpenter *	1	15	1	9
Phyllis Wheatley Children's Home	5	29	6	4
Wichita Children's Home	4	19	16	0
Total	13	73	26	17

* Ratings available in art only.

For reasons cited previously in this report, measurement of pupil progress was of a subjective nature. Table 47 gives a general indication of student progress during the program. Most students were rated as slightly improved. Many of those rated not improved had short terms of attendance.

Student Interview Analysis

Two students each from Maude Carpenter and Phyllis Wheatley were interviewed by the evaluator to get student reaction to summer school. The general student reaction toward the program was good. The boys interviewed preferred physical education over music and art and the girls seemed to prefer music over the others. More important than what they said however, was their observable apparent positive attitude toward the program in general. They seemed to feel they were learning as well as having a pleasant experience.

Institutional Supervisor Interview Analysis

The supervisor of each institution was interviewed by the evaluator. Each supervisor was asked the questions on the Institutional Supervisors Interview Form (see appendix) which applied to their summer school program. The supervisors were given opportunities to give realistic evaluative reactions to the programs. They were enthusiastic about the value of summer school. Very little criticism was voiced. Quotes from the interviews are listed:

> "In an institution such as ours, children need to play together and participate together. Our physical education program is helping to do this."
>
> "The physical education program is helping them improve their skills. One boy hadn't done well in regular school physical education program. Through the program this summer he has learned that he can do many of the physical skills."
>
> "No problems encountered."
>
> "It is good for our children to have this time for physical education under trained supervision."
>
> "The children are very enthusiastic about the art program. They have learned to match colors, paint, etc."
>
> "The children are learning to be more creative."
>
> "The teacher allows them to use their imaginations."
>
> "I can see evidence of good work when I visit the art classes."
>
> "The children are learning to appreciate good music."
>
> "The children love the musical instruments. They play them many times outside of music class."
>
> "It (music) is the most wonderful program we have had."

Small class size contributed to the success of the program in homemaking.

Girls in typing were given opportunities to work on problems which they requested. This seemed to develop interest to the extent that their completed work was neat, correct, and on time. The girls would hand in more than the assigned work, and would work in the classroom before and after class.

Major Problem Areas

The major problems cited by those directly involved in the summer school program are listed:

Because of the diversity of the summer programs, even within institutions, scheduling of classes and students was listed as a problem.

Inadequate physical facilities for classes and storage of equipment and supplies.

Lag time from ordering of supplies to delivery of supplies.

A few classes (music) were too large to do individual work.

Major Advantages of the Summer School

Following are the advantages most frequently mentioned by the professional personnel:

It gave the children something worthwhile to do with their time. A quote from a teacher illustrates this point: "An eighth grader told me that he liked the music classes because it gave him something to look forward to each day."

"The children in music classes are always anxious to perform."

"The music helps some of our problem children -- one problem boy is now the music teacher helper in music."

"The children like the summer program real well. It helps them utilize their time."

"The children like the summer program. The few who attend regular summer classes off-camput feel they have missed something by not being able to schedule the classes we have here."

"The individual attention which the children receive is a great factor contributing to the success of the program."

"Individual attention helps greatly."

"The attitude and interest of the teachers has contributed much."

"Small classes have been a great factor in the success of the program."

"I can't praise the program enough."

"Real sold on the whole program -- a definite asset to the total institutional program."

"I hope the program can continue for many years to come."

Techniques and Procedures Considered Particularly Effective

The following were cited by teachers as being particularly effective during the summer school:

> One pupil in music was very interested in electronics. He had constructed an electronic oscillator. The oscillator was used in conjunction with tape recorders to create an electronic music composition. The junior high group was highly motivated by this activity.

The summer activities can enrich their lives because most of the activities can be continued outside of class.

It provided the pupils an opportunity to gain skills without the threat of a grade.

At Booth Memorial the girls could earn credit to help keep them at their grade level.

The summer program (clothing and business education at Booth) gave several girls a chance to review and refine skills they could use after they leave the hospital.

Working with the boys and girls every day rather than once each week (as in the winter program).

The summer school equipped the child to be more successful in regular school-year classes.

SUMMARY

The objectives of the program were:

1. To provide educational programs and activities during the summer for residents of the institutions.
2. To enrich specific areas of institutional living as measured by participation in the activities provided.
3. To improve the social and emotional adjustment of the institutional residents through the development of positive attitude and self-concepts.

The objectives apparently were attained in most cases. Educational programs and activities were provided. Participation in the program by the residents was good. In the opinion of the teachers and institutional supervisory personnel improvement in social and emotional adjustment was apparent in many cases.

The major feature of the program was the provision of enrichment and educational activities for children who would not otherwise receive this advantage.

The major problem cited by the professional personnel was the lack of good physical facilities for classroom work. This could be expected since most of the institutions were not designed with provisions for classroom work and equipment storage space.

Students, teachers, and institutional personnel felt that the program was very desirable and should be continued and expanded.

POST-KINDERGARTEN

A post-kindergarten program was conducted during the summer to provide pre-reading activities to pupils needing additional instruction before entering first grade. A curriculum of developmental activities emphasizing language development was presented. Similar programs had been conducted during the summers of 1966 and 1967.

OBJECTIVES

1. To increase vocabulary and ability to communicate verbally.
2. To improve verbal and non-verbal concept levels.
3. To improve non-verbal expression.
4. To improve visual and auditory discrimination.
5. To improve the self-concept.
6. To enable children to establish and maintain desirable classroom relationships.
7. To improve the physical and nutritional health of children.

PROCEDURES

A total of forty-four classes with teachers selected from the regular staff of primary teachers were established in Title I elementary schools. Some teachers taught two classes of pupils, and other teachers taught one class. Classroom aides were employed to assist the teachers.

Pupils needing additional pre-reading experiences were selected by teachers and principals. A total of 528 pupils were enrolled. Instruction was provided in classes averaging twelve in number, two hours daily for six weeks.

A variety of learning experiences utilizing varied media were provided. Emphasis was placed upon language development. Activities included the following: creative picture interpretation, pupil-dictated stories, listening to stories, practice with meaningful language patterns, non-verbal activities including art and music, and physical and nutritional activities.

EVALUATION STRATEGY

No tests were used in the evaluation of this part of the Title I project. The principal sources of evaluative data were records, a post-kindergarten checklist, and teachers' responses to questions. The checklist and questions to teachers were contained on the "Post-Kindergarten Evaluation Sheet" completed by teachers at the end of the program. A copy of the instrument is included in the appendix.

PRESENTATION OF DATA

Twenty-seven completed evaluation sheets representing twenty-seven classes were returned by post-kindergarten teachers. The teachers checked the appropriateness of the program's goals and activities and the numbers of pupils making progress in the classes. Results of these are shown in Tables 48 and 49.

TABLE 48

RESPONSES OF TEACHERS CONCERNING APPROPRIATENESS OF 1968 POST-KINDERGARTEN GOALS AND ACTIVITIES

Goal or Activity	Number				
	Highly Appropriate	Appropriate	Relatively Inappropriate	Highly Inappropriate	Left Item Blank
Creative picture interpretation	15	12			
Pupil-dictated stories	8	14	5		
Literature appreciation	14	12			1
Practice with meaningful language patterns	15	11	1		
Building vocabulary	18	7	2		
Improved articulation and enunciation	6	14	7		
Acceptance of self; establishing self-worth	14	12	1		
Building meaningful social relationships	11	16			
Acceptance of errors; openness to experience	6	17	2		2
Non-verbal expression (art, rhythm, etc.)	10	14	3		
Sharpened visual and auditory discrimination	16	11			
Likenesses and differences in visual and oral media	13	13			1
Mathematical concepts of size, position, time	14	11	2		
Successful learner behavior	13	11	1		2
Observation skills-generalization about environment	6	21			
Physical coordination	5	21	1		
Body development and exercise	5	17	4		1
Nutritional program	4	10	8	2	3
Health habits, body care	5	17	5		

TABLE 49

RESPONSES OF TEACHERS CONCERNING PUPIL PROGRESS IN 1968 POST-KINDERGARTEN PROGRAM

Goal or Activity	Number				
	0-4 Pupils Making Progress	5-7 Pupils Making Progress	8-12 Pupils Making Progress	13+ Pupils Making Progress	Left Item Blank
Creative picture interpretation	6	3	16	2	
Pupil-dictated stories	8	9	7	3	
Literature appreciation		9	9	9	
Practice with meaningful language patterns	2	8	14	3	
Building vocabulary		10	16	1	
Improved articulation and enunciation	6	8	12	1	
Acceptance of self; establishing self-worth	3	5	16	3	
Building meaningful social relationships	3	7	13	3	1
Acceptance of errors; openness to experience	3	4	14	3	3
Non-verbal expression (art, rhythm, etc.)	1	11	10	5	
Sharpened visual and auditory discrimination		9	14	4	
Likenesses and differences in visual and oral media	2	3	19	2	1
Mathematical concepts of size, position, time	2	10	13	2	
Successful learner behavior	2	8	13	2	2
Observation skills-generalization about environment	2	10	13	2	
Physical coordination	3	4	14	6	
Body development and exercise	4	3	14	6	
Nutritional program	4	5	9	2	7
Health habits, body care	7	4	13	1	2

Data in Table 48 indicate that teachers completing evaluation sheets almost unanimously agreed to the appropriateness of the program's goals and activities. A notable exception was the nutritional part of the program where opinions were more sharply divided. Data in Table 49 indicate that teachers felt that substantial numbers of pupils made progress during the post-kindergarten experience. There were 8 - 12 pupils reported as making progress in about half of the classes.

Teachers were asked to indicate how much value they felt the teacher aides were in the post-kindergarten program. Fourteen different teachers' responses were available. Seven of the responses were in the "Much" category and six were in the "Moderate" category. One teacher checked "Little," and no teacher checked "None." Teachers indicated that the aides assisted in a variety of tasks related to preparation of materials and working directly with children.

A coordinator was employed for the six-week session. When teachers were asked to rate the value of the help they received from the coordinator, eight responded with "Much" and five with "Moderate." Two teachers responded with "Little," and no teacher checked "None" or "Detrimental." The ways the coordinator assisted with the program were related to assisting in the orientation of teachers, the providing of instructional materials, and providing suggestions.

The length of time per day for pupils in the 1968 post-kindergarten program was two hours. Teachers were asked to give their opinions regarding the optimum length of time per day for such a program. Seven teachers felt two hours was the optimum,and eight felt three hours was the optimum.

One question asked teachers was "How much value do you feel that some type of food or refreshment provided daily is to the Post-Kindergarten program?" Thirteen teachers' responses were available. Four checked "Much," three checked "Moderate," and one checked "Little." Three teachers checked "None," and two checked "Don't know."

COMMENTS ON RESULTS

A total of 528 children received post-kindergarten instruction during the summer of 1968. This number compares with a total of 814 post-kindergarten pupils enrolled in the 1967 session.

The program objectives were the same as those for the 1967 program. As was the case last summer, teachers almost unanimously rated each of the nineteen goals and activities that were closely related to program objectives as being appropriate to the needs of children in the program. Also, the teachers reported that a large number of children made progress on each of the goals and activities.

Most of the teachers for whom questionnaire responses were available indicated that the services of the aides were of value. Also, the coordinator was perceived as being helpful. Opinion was divided concerning the optimum length of time per day for a post-kindergarten program and concerning the value of the nutritional part of the program.

FORWARD BOUND

Pupils living in low income areas often are deprived of participation in summer activities such as crafts, recreational hobbies, club activities, leadership opportunities, and camping activities. Unless the leisure time of young persons is channeled into productive activities, lessening of the self-concept, aimlessness and delinquency may result. The successful camping program initiated in the summer of 1967 was repeated. The program was designed to provide residential camping, learning, and citizenship experiences for pupils in grades 6 - 9 who might not otherwise participate in such activities. Attention was given to worthwhile leisure time activities, citizenship, and health.

OBJECTIVES

1. To provide activities that lead to the worthy use of leisure time.
2. To provide desirable experiences for promotion of citizenship development.
3. To promote good health habits leading to health improvement.

PROCEDURES

The Young Men's Christian Association was delegated the responsibility of operating the camping program at Camp Wood located near Elmdale, Kansas. An experienced resident camp director was assisted by camp counselors, junior counselors, cooks, nurse and other supportive personnel.

Participants were selected by a coordinator upon recommendations of school principals and school counselors. Tuition was paid, by contract, to the YMCA from Title I funds. The length of camping experience for each pupil was two weeks.

A structured program of activities included outdoor activities emphasizing sports, cabin activities emphasizing crafts, and general activities emphasizing group participation. Specific activities available to pupils were horseback riding, swimming, canoeing, fishing, bow and rifle shooting, hiking, softball, skits, etc. Opportunities for leadership, competition, and development of self-concept were provided.

Campers were allowed to choose activities, and both individual and group instruction were given. Some group participation was required. Health improvement was given careful consideration. Medical examinations were required of all participants prior to admittance to the program. A nurse was in residence, and a camp physician was on call. Pupils received a balanced diet while at camp. Transportation to and from camp was furnished to participants.

EVALUATION STRATEGY

No tests were used in the evaluation of this part of the Title I project. Non-test sources of evaluative data included participation statistics, check lists completed for each camper, and anecdotal information. The program was designed to increase opportunity, participation, and skill development. It was assumed that participation in the program would contribute to worthwhile use of leisure time, citizenship responsibility, and improvement of health. A copy of the check list completed for each camper during his last two days of camp is included in the appendix.

PRESENTATION OF DATA

While the attainment of desirable changes in pupils' attitudes, habits, and health was the long range goal of the camping program, the immediate success of the program was revealed in part by the extent of participation.

Approximately 3200 contacts were made initially to alert pupils to the camping program. In all, 305 enrollments were completed, of which 290 actually participated. Three sessions were held. Tables 50 and 51 give a breakdown of the participants according to sex, session attended, and age.

The camp staff was responsible for observing specific behavioral changes and growth patterns and for completing a check list for each camper during his last two days at camp. Completed check lists were returned for most of the campers. A camp counselor checked each of the campers "yes" or "no" according to whether or not the camper had attained each of the short range goals related to attitudes and habits that the program was designed to develop.

While some campers were checked as having attained all of the goals listed, no single goal was attained by all of the participants. All of the campers for whom check lists were examined had attained some of the goals that were listed. Table 52 shows the short range goals and the percent of participants checked as having attained the goals.

TABLE 50

EXTENT OF PARTICIPATION IN TITLE I FORWARD BOUND PROGRAM

Date of Camp	Boys' Attendance	Girls' Attendance	Total Attendance
June 16 - June 30	44	22	66
June 30 - July 14	28	37	65
Aug. 11 - Aug. 24	85	74	159
Total	157	133	290

TABLE 51

NUMBER OF PARTICIPANTS BY AGE IN TITLE I FORWARD BOUND PROGRAM

Age	Boys	Girls	Total
10	7	6	13
11	60	46	106
12	45	41	86
13	25	34	59
14	14	4	18
15	6	2	8
Total	157	133	290

TABLE 52

RESULTS OF CHECKLIST FOR EVALUATION OF THE TITLE I FORWARD BOUND PROGRAM

N = 239

Description	Percent Attaining
1. Activities leading to the worthy use of leisure time	
a. Participation with some proficiency in at least 3 outdoor sports	86%
b. Completion of at least 3 cabin activities	90%
c. Participation in at least one evening program	86%
d. Demonstration of ability to use time wisely without coercion	62%
2. Experiences promoting citizenship development	
a. Planning cooperatively for outdoor and cabin activities	82%
b. Participation in coeducational activities	82%
c. Participation in flag ceremonies	94%
d. Attendance at religious activities according to personal preference	92%
e. Display of respect for camp leaders	80%
f. Following camp regulations	82%
g. Assuming responsibility for own conduct	70%
3. Habits leading to health improvement	
a. Daily attention to proper grooming of hair, teeth, hands, & body	80%
b. Keeping cabin and camp area neat, clean, and free of refuse	76%
c. Practice of safety particularly with water activities & camp fires	90%
d. Eating adequate balanced diet	84%
e. Refraining from wasting food	86%
f. Reporting accidents promptly for treatment	82%
g. Practice of regular exercise	90%
h. Getting adequate rest	88%
i. Demonstration of pride and concern about personal health	72%

Majority of the campers were cooperative and profited from the two weeks camping experience.

There was a place for anecdotal information on the lower part of the checklist form used in evaluating each camper's performance. Providing anecdotal information was optional. Comments appeared on the forms for many of the campers. As might be expected, there was much variety in the length and content of the statements. Some cited examples of progress, others cited the lack of progress. Problems that were experienced by some of the campers were listed. Varying degrees of responsibility shown by the campers were noted. Some exerted leadership; others were lacking in initiative and responsibility. Overall, it appeared that a large majority of the campers were cooperative and profited from the two weeks camping experience.

COMMENTS ON RESULTS

The objectives of the Forward Bound camping program related to (1) the provision of experiences pertaining to worthy use of leisure time and citizenship development and (2) the promotion of good health habits. As in the case of last summer's program of a similar nature, the program's success may be judged in part by observing the extent of participation and the completion of specific activities.

The fact that 290 boys and girls were provided two weeks of camping experience supervised by competent camp counselors is noteworthy evidence. It is reasonable to assume that many, if not most, of them would not have had the opportunity otherwise.

The counselors furnished evidence of goal achievement in the form of checklist and anecdotal information. Eighty percent or more of the campers were reported to have attained sixteen of the twenty short range goals planned to lead to worthy use of leisure time, promote citizenship development, and improve health. Over sixty percent were reported to have achieved the remaining four goals.

Amounts of growth in children's habits and attitudes were not measured. The extent of lasting effect is not known. The influence of the experience will vary from person to person. But, based upon the number of participants and information supplied by counselors, the Forward Bound camping program may be considered successful.

OUTDOOR EDUCATION

Outdoor education was included in the 1968 summer school as an attempt to enhance pupils' learning and achievement through a study of the natural environment. It was included as an extension of the classroom so that pupils might learn through observation.

OBJECTIVES

1. To develop an awareness of the natural environment.
2. To increase skills of observation.
3. To improve ability to classify objects according to common characteristics.
4. To develop an inquiring attitude toward natural phenomena.

PROCEDURES

Nineteen teachers in twenty-one Title I elementary schools conducted twenty-six outdoor education classes for pupils in grade two. Prior to the opening of summer school, orientation sessions were held for teachers to demonstrate methods of observation, classification and identification, questioning and to suggest activities. Individual teachers were free to structure classes according to the interest and needs of their students. Classes usually centered around some project such as plant identification with supportive field trips or nature walks. In-classroom activities included discussions of the pupils' interests; discussions of planned nature walks; preparation of notebooks; classifying and mounting specimens; viewing of films and transparencies; listening to tapes or records; and use of bioscope, microscope, and hand lens. An overnight camping experience was made available to the children. A preliminary copy of the course outline is included in the appendix.

EVALUATION STRATEGY

No standardized tests were used in the evaluation of ourdoor education. Non-test sources of evaluation data included attendance records, an evaluation form completed at the close of summer school, and anecdotal records submitted by the outdoor education teachers.

PRESENTATION OF DATA

Twenty-six classes in outdoor education were conducted. These classes met twenty-six times and were scheduled for two days at camp. Participation statistics were available from twenty-four of these classes. Data from these twenty-four classes are presented in Table 53 . The figures concerning ADM and ADA are of limited value since two classes are not included. Figures presented for categories of percent of attendance, tardies, and camp attendance probably would not be greatly altered if the other two classes were added. It will be noted that the best class in percent of attendance had more than nine of every ten students in attendance while the poorest class had nearly six of every ten students in attendance. One class reported no tardies. Another reported seventy-eight. Camp participation was available from twenty classes showing that from six to fourteen students took part in the overnight camp experience.

Some teachers indicated they felt the classes should have been scheduled from 10:00 a.m. to 12:00 noon rather than from 8:00 a.m. to 10:00 a.m. Many tardies in some schools were a result of oversleeping.

Other teachers felt the class was competing with Daily Vacation Bible School and Park Board Recreation. Some students were involved in one of these other activities.

TABLE 53

PARTICIPATION STATISTICS OF OUTDOOR EDUCATION SUMMER SCHOOL CLASSES

N = 24

Statistic	Range	Mean
Average Daily Membership (all classes combined)	252-475	370.04
Average Daily Attendance (all classes combined)	161-407	308.42
Ratio of ADA to ADM (percent of attendance)	57.5-93.1	83.34
Tardies per class	0-78	23.83
Camp attendance per class (N=20)	6-14	10.5

TABLE 54

FIELD TRIPS TAKEN BY OUTDOOR EDUCATION STUDENTS

Field Trip	Number of Classes Taking Trip
Riverside Park and Zoo	11
Santa Fe Lake	8
Nature walk around school yard	3
Johnston's Peach Orchard	3
WSU Education Center	2
Nursery	2
Oak Park	2
Friends University Museum	2
Pet Store	1
Lake (not named)	1
Woodland Park	1
Rogers Nursery	1
Arkansas River	1
Private Rock Collection (private home)	1
Total	39

Table 54 shows the places visited by the outdoor education classes. Transportation was reported by some teachers to have been a source of problems. Eight teachers used busses; ten used private automobiles with the remainder not stating what mode of transportation used.

Teachers were asked which elements of the outdoor education classes were of greatest value. Their responses are shown in Table 55.

TABLE 55

RESPONSES OF TEACHERS CONCERNING ELEMENT OF OUTDOOR EDUCATION WHICH WAS OF GREATEST VALUE

N = 19

Area of Value	Number of Teachers Selecting Each Response
Time to explore and discover	7
Camp	6
Observation of surroundings and environment	3
Firsthand experience with nature objects	3

Since the source of responses to determine the elements of greatest value for Table 55 was a free choice question, the various answers were grouped into similar categories for clarity.

In addition to the transportation problem mentioned previously, other problems were reported by some teachers. These problems mainly centered around not receiving supplies that were requested. One teacher reported having purchased supplies from her own money in order to have them at points of peak class interest rather than wait for deliveries of supplies.

Twenty teachers responded that the camp experience was a very worthwhile integral part of the outdoor education experience.

Four teachers made lists of things which children observed on a nature walk taken the second day of school and another list of things observed on the same walk taken near the end of school. Table 56 shows the comparisons.

TABLE 56

COMPARISON OF NUMBER OF OBSERVATIONS BY FOUR CLASSES AT BEGINNING AND END OF SUMMER SCHOOL

N = 4

Group	Number of Observations Beginning	End
Class A	28	55
Class B	19	36
Class C	15	23
Class D	*25*	*35*
Total	87	149

Class observations increased slightly over seventy percent from the beginning of the course to the end of the course, but probably more important than the quantitative increase was the quality improvement of observations. Examination of lists of observations show that in the beginning, an observation might be a broad, general classification of some object; for example, bird. At the end, the pupils were more discerning and more detailed in their classifications. The "bird" was described in more detail as "a small brown bird" or the specie might be named, "Robin." Later observations were usually more refined or more descriptive.

Some comments were written by teachers concerning the outdoor education classes. A few representative comments are included below:

> "It was most rewarding to have a whole class full of girls who really wanted to come to school every day."
>
> "I would recommend aides for this program."
>
> "We were concerned with improving our observations of our surroundings. We looked, felt, tasted, planted, buried, floated, sunk, heated, or pounded objects found."
>
> "I've never been so interested and excited about science before."
>
> "The camp staff was just wonderful."
>
> "If this program continues for the disadvantaged, I feel that much can be accomplished through more social amenities in conjunction."
>
> "I definitely feel this is a valuable program! The children were so enthusiastic."
>
> "My experiences with the Negro children were nothing less than pleasant."

Most teachers indicated they would welcome the opportunity to teach outdoor education again and some expressed the feeling that it should be made available to all students in elementary schools.

COMMENTS ON RESULTS

The stated objectives of the outdoor education classes seem to have been met by class participants. Most comments by the teachers of the classes were favorable, indicating that children had increased in their observational skills, that they were more critical in their object classifications and seemed to be more aware of their surroundings. Some classes turned in excellent attendance records. Where class attendance was poor, there seems to have been a factor of competition with other summer activities or a lack of understanding on the part of parents. In summation, all objectives apparently were attained to some degree.

HOME REPAIR AND IMPROVEMENT PROGRAM

The home repair and improvement program, first initiated in the summer of 1967, was designed and organized to provide boys living in low-income target areas with practical skills needed to repair and maintain private homes. Skills learned in the shops of selected junior high schools were put into practice while working on the boys' own homes. It was believed that supervised actual job experience would fill the need for worthwhile summer experiences for low-income boys who were too young to secure summer jobs and/or too unskilled to work part-time.

OBJECTIVES

1. To train youth in the skills and approved practices used in house construction, maintenance, and repair.
2. To provide practice of learned skills in a meaningful situation while working on houses in the community.
3. To improve the economic value of houses and property.
4. To develop positive attitudes and pride in a well-kept house and yard.

PROCEDURES

Junior high school students living in low-income target areas were selected for the program by shop instructors, counselors, and principals. Woodworking shops at four junior high schools served as skill training centers. Most of the boys were ninth graders and were either fourteen or fifteen years of age. Eight industrial arts teachers, two in each school, worked with teams of boys. The skill training included problem solving, estimating, use of tools, and shop repair work. The practical training and use of learned skills took place at the house sites.

Hours spent by the boys in the program were 7:00 a.m. to 11:00 a.m. Monday through Friday. The program extended over an eight-week period. The field experience provided opportunities for boys to "learn by doing" skills of painting, carpentry, fence repair, masonry, and yard beautification.

An amount of $50.00 was allocated for supplies for each of the projects. In some cases property owners assisted with the purchase of supplies, but in all cases the labor was performed without cost to the owners. Consultative service pertaining to home maintenance and repair was provided by instructors to property owners at their request.

Personal work-study allowances in the amount of $2.50 per day were provided to ninety-eight boys who participated in the program.

EVALUATION STRATEGY

No tests were used in the evaluation of this part of the Title I project. Non-test sources of evaluative data included participation statistics and the "Checklist for Evaluation of the Title I Home Improvement and Repair Program." A copy of the checklist was completed at the end of the program for each student. Kinds of information obtained from the completed forms included understandings, descriptions of performance, attitudes toward house, work, self, and others, attendance information, and anecdotal information. A copy of the checklist is presented in the appendix.

PRESENTATION OF DATA

The following tables and statements present summaries of information obtained from the checklist used in the evaluation of the program.

TABLE 57

STUDENTS' UNDERSTANDINGS AND ABILITIES AS SHOWN ON CHECKLIST FOR EVALUATION OF THE 1968 TITLE I HOME REPAIR AND IMPROVEMENT PROGRAM

N = 98

Description of Knowledges and Skills	Number of Responses Concerning Extent of Understanding or Ability			
	None	Little	Moderate	Much
Knows how to plan and estimate a repair job	0	10	51	37
Understands the use of hand tools	0	6	49	43
Understands sequence of procedures in painting (scraping, priming, painting, cleanup)	0	2	46	50
Understands sequence of procedures in general repair work	0	8	40	50

The information in the above table reveals that most of the boys in the program were reported to have had at least "moderate" understanding regarding the use of hand tools and the sequence of procedures in painting. Slightly fewer were reported as having "moderate" understanding in planning and estimating and of the sequence of procedures in general repair work. It is reasonable to assume that some students entered the program with more understanding and ability than others and that some students gained more than others during the eight weeks.

TABLE 58

STUDENTS' PERFORMANCE AS SHOWN ON CHECKLIST FOR EVALUATION OF THE 1968 TITLE I HOME IMPROVEMENT AND REPAIR PROGRAM

N = 98

Description of Performance	Number Completing Yes	Number Completing No
Developed a plan for repair, improvement and care of house and yard	81	17
Estimated and computed the labor cost of house improvement	83	15
Estimated and computed the material costs of house of house improvement	84	14
Used and properly cared for paint brushes	97	1
Has used hand tools in maintenance and repair work	98	0

The information in Table 58 shows that most of the boys performed the tasks related to the program objectives. All boys except one used and properly cared for paint brushes, and all boys used hand tools in maintenance and repair work.

As perceived and reported by the teachers (Table 59) the number of boys with good attitudes toward their own houses, their work, self, and others doubled during the time the program was in progress. It can be seen that reported attitudes as indicated by parents were available for considerably fewer students. However, a similar pattern of improvement is apparent for those for whom the items on the evaluation form were checked. Most of the parents contacted near the end of the program indicated they felt their boys had good attitudes.

TABLE 59

STUDENT ATTITUDES AT THE BEGINNING AND END OF THE 1968 TITLE I HOME REPAIR AND IMPROVEMENT PROGRAM

N = 98

Kind of Attitude and Person Observing	Beginning of Program				End of Program			
	Good	Indif-ferent	Poor	Left Item Blank	Good	Indif-ferent	Poor	Left Item Blank
Toward Own House								
As observed by the teacher	32	46	12	8	73	16	0	9
As indicated by parent	22	35	4	37	54	7	0	37
Toward Work								
As observed by the teacher	32	39	23	4	76	18	2	2
As indicated by parent	25	21	12	40	51	6	0	41
Toward Self								
As observed by the teacher	38	51	6	3	70	24	1	3
As indicated by parent	21	26	1	50	48	3	1	46
Toward Others								
As observed by the teacher	32	53	11	2	69	24	3	2
As indicated by parent	15	28	4	51	43	6	0	49

Attendance information was reported by the teachers. It was reported that fifty-nine of the boys reported to work on time every day. Twenty-one were tardy only one day each. The largest number of days tardy was six, reported for one boy only. It was reported that thirty-nine of the boys were present every day. Twenty were present every day but one while fifteen were present every day but two.

Anecdotal information was furnished by the teachers in the form of comments made by students about themselves, comments about students by fellow workers, comments made by parents, and comments made by the teachers themselves. Some of the comments by students, parents, and teachers are presented as follows:

Comments by Students

"I appreciate having a job for the summer; but it was surely hard work, and I lost a lot of sleep."

"I didn't know there was so much about taking care of a house."

"I surely do appreciate the chance to work this summer."

"Boy, this is harder work than I have ever done before. I guess this is the first work I have ever done."

"This work is hard, but it is a lot of fun."

"I enjoyed the work. The painting was a challenge."

"I learned a lot of things I didn't know."

"There should be more cooperation on the crew, and there should be more pay."

"This is a good summer program to keep students busy."

"It was fun except for getting up so early."

"This was a good deal. It taught me a lot of things that I can use later."

"I liked the program, but I didn't like cleaning up paint."

Comments About Fellow Workers by Students

"I liked working with ______ because he isn't afraid to do the hard work right along with you."

"______ needs to learn more about painting windows and how to putty."

"He is a good worker, likes to paint."

"______ was good at glazing windows and did his assigned job."

"I don't like to work with ______ because he always plays around and then I get into trouble."

"______ was a good worker and nice to boys who worked with him."

"______ works pretty good when there is plenty to do."

"______'s work is okay, but he goofs off sometimes."

"______ is a hard worker."

Comments by Parents

"I thought the program was real nice. It helped the boys to learn to work together and to learn to do a good job."

"I think the program was very beneficial. ______ learned a lot about the upkeep of a house."

"The program was very worthwhile. The boys did learn some, and it kept them busy."

"I think it was a good thing for the boys in that they learned some things most boys never learn."

"I thought it was real good for the boys."

"I think the program was good. It taught my son how to be regular, work with others, and think for himself."

"I think this is a good program for boys this age and older. It not only gives them something to do, but it is something they can learn which will benefit them all their lives in their own homes regardless of what occupation they choose."

"______ has learned a lot by working in this program this summer. He has done a few things around the house.

Comments by Teachers

"______ never missed a day of work, and he seemed to enjoy being with the boys. His work was sloppy at first, but it improved with time."

"______ takes pride in his work and always seems to do it to the best of his ability. He gets along well with others, and the other students like him."

"I have enjoyed working with ______ this past year. He has been one of the first boys who really showed an interest in the program."

"______ was a good worker, did an excellent job as a painter."

"______ could do real good work. Sometimes he was a little slow in going to work."

"______ was indifferent toward the program."

"______ liked to be there and be a part of the program, but he didn't work too well."

"______ did a real good job. He was interested and worked hard."

"______ was a slow worker but stayed with his assigned job."

"______ has been helped by this program. Working with the other boys has helped."

"______ gets along well with other kids. He did good work, seemed to enjoy it, and also learned a great deal."

"______ has improved a great deal in the last few weeks. He has a positive attitude."

The comments by the students as reported by the teachers are indicative of favorable attitudes for the most part. Fewer comments about students by fellow workers were reported. The comments by parents are favorable almost without exception. In most cases, the teachers observed positive changes in skills and attitudes.

COMMENTS ON RESULTS

The objectives of the Home Repair and Improvement Program related to developing and practicing work skills, improving the economic value of property, and the development of attitudes. Two principal sources of evaluative data were reports by the teachers and checklists completed by the teachers on individual participants. A total of ninety-eight boys completed the program. This number was twice the size of the number completing a program planned along similar lines last year.

Based upon the information supplied by teachers, the program may be considered successful. The boys became more skillful as a result of classes and practice while working on houses in the community. They were persistent in reporting to work on time, and the absence rate was low. The economic value of property was raised because of the supplies furnished and the labor performed. Parents and teachers indicated that positive changes in attitudes took place for many of the boys.

A multiple approach was utilized in meeting the needs of junior high school boys during the summer. Improvement of skills, practical experience, involvement in the improvement of their own homes, competent supervision, and an opportunity to earn money were basic ingredients in the approach. It was felt that last year's program exerted significant influence upon the program participants and their neighbors. The available evidence points to the same high degree of success this year.

BUSINESS OCCUPATIONS--SUMMER

Senior high school girls from low-income families often seek post-high school placement in clerical-secretarial occupations. While many business courses have been provided during the regular school year, many girls in low-income areas frequently experience difficulties in completing these courses and effecting job placement.

There exists a need to establish a special set of experiences and opportunities for sophomores and juniors which combine meaningful, additional practice on specific skills in typing, shorthand, office machines, and business arithmetic, with assistance in counseling, personal grooming, and job interview techniques.

A pilot program for twenty-five students was designed and instituted in the summer school session at East High School. Thirteen students were subsequently enrolled.

OBJECTIVES

1. To prepare girls for employment in clerical-secretarial or distributive occupations and/or to prepare girls to complete a meaningful sequence of high school courses in their senior year ending in job placement.
2. To provide assistance and training in personal grooming, charm, and job interview techniques.
3. To provide counseling and assistance in self-evaluation and establishing realistic goals, including knowledge of job opportunities and requirements.

4. To provide training and additional practice on specific skills in typing, office machines, filing, and business arithmetic.

PROCEDURES

Two teachers were employed to conduct the eight week summer session course. Classes met daily Monday through Friday from 8:00 a.m. to 12:00 noon. Scheduling various types of activities followed a general form: 8:00 to 8:55, communication skills, grooming, and filing exercises; 9:00 to 9:55, office machine skills; 10:05 to 11:00, record keeping and sales skills; and 11:05 to 12:00, general typing skills. Text books used in these areas were, respectively: Charm; Office Machines Course, 3rd Ed.; Exploratory Course in Business Training; and Gregg Typing I with Gregg Test-Kit. Field trips were conducted to the Fourth National Bank and Trust Company, Cessna Aircraft Company, Kansas Gas and Electric Company, Innes-Macy (with lunch in the Innes Tea Room), Wesley Hospital. Southwestern Bell Telephone Company, and Aer-O-Line, Inc.

Course content emphasized the improvement of personal appearance and manners. Exposure to social graces and practice of good grooming techniques were encouraged by a discussion with a make-up consultant and lunching at the Innes Tea Room. A section of sales skills was devoted to the "selling" of one's self, by adherence to accepted etiquette in business situations. Practice was provided in office machine skills by the use of the 10-key and full keyboard adding machines and calculators. Although all students had taken a year of typewriting previously, a period each day was devoted to the improvement of typing skills with emphasis on business forms. Electric typewriters were used. Basic record keeping was included as well as some basic business mathematics. Successful completion of the course provided the students with one unit of high school credit in Clerical Training.

EVALUATION STRATEGY

The Minnesota Clerical Test was given at the beginning of the course and again at the completion. Non-test data consisted of an evaluation form--the Individual Pupil Form. This was completed by the teacher regarding each individual student in the class. A copy of this form is included in the appendix of this report.

PRESENTATION OF DATA

Certain items of information from the Individual Pupil Form are presented in Table 60. Because of the relatively small number of students involved in this evaluation, they will be listed sequentially, e.g. student A, student B, etc., with appropriate data following.

TABLE 60

REPORT OF TEACHERS OF CLERICAL TRAINING CLASS

N = 13

Student	Age	Years In School	Classes Attended (40 Possible) Number	Minnesota Clerical Test				Rank In Typing Improvement	Course Grade*
				Pre		Post			
				No. %	Names %	No. %	Names %		
A	16	10	36	55	80	34	56	3rd	B
B	16	10	37					5th	D
C	17	10	37					13th	C
D	17	10	37	2	1	2	1	12th	D
E	17	10	31			19	11	10th	D
F	16	10	40	5	9	5	40	7th	C
G	15	10	38	60	50	85	58	2nd	B
H	16	10	34	1	1	3	1	11th	D
I	16	10	29	8	4	44	8	6th	WF
J	16	10	38	29	10	93	15	9th	C
K	15	10	37					8th	C
L	17	11	38			44	51	4th	A
M	19	11	35					1st	B
Means	16.3		35.9						
Range			29-40						

* Note: Many factors, other than those shown in this table, were used to determine grades.

Mean attendance was nearly thirty-six classes attended or almost ninety percent. Absences ranged from zero to eleven. Only one student did not successfully complete the course, primarily because of excessive absences. Eight students received C or better grades. Gains in percentile ranks for those who had both pre and post testing ranged from a loss of twenty-four to a gain of sixty-four points. Only one student showed a loss from pre to posttest.

Other data compiled from the pupils' form are presented in Tables 61 through 64.

TABLE 61

FUTURE VOCATIONAL ASPIRATIONS AFTER HIGH SCHOOL OF TITLE I CLERICAL TRAINING STUDENTS AT BEGINNING AND END OF COURSE

N = 13

	Number of Students Selecting Each Response	
Vocational Aspiration	At Beginning	At End
Modeling	1	1
College	4	5
Clerical	2	
Nursing	2	1
Social work	1	1
Hairdresser or dressmaker		2
IBM		2
No stated choice	3	1*

* Represents student who did not complete course.

The level of aspiration was slightly higher at the end of the course. One more student planned college, and two who had made no statement at first made a choice.

TABLE 62

STUDENT PLANS TO ENROLL IN BUSINESS COURSES FOR THE NEXT SCHOOL YEAR

N = 13

	Number of Students Selecting Each Response	
Business Course	At Beginning	At End
Bookkeeping and Typing	6	8
Salesmanship	1	2
Office Practice and Shorthand	1	1
Office Machines		1
None	5	1*

* Represents student who did not complete course.

All students remaining in the course planned to take further business training as compared with five who had no such plans in the beginning. Teachers rated all students in terms of employability at both the beginning and end of the course.

TABLE 63

TEACHER RATINGS OF TITLE I CLERICAL TRAINING STUDENTS
IN TERMS OF EMPLOYABILITY AT BEGINNING AND END OF COURSE

N = 13

	Number of Students Receiving Each Rating					
	Beginning of Course			End of Course		
Employability Trait Rated	Good	Acceptable	Not Acceptable	Good	Acceptable	Not Acceptable
Appearance						
Knowledge and use of cosmetics	1	12		10	3	
Proper sitting and walking	5	4	4	7	6	
Wardrobe	5	6	2	5	6	2
Hair care	2	11		4	9	
Social Graces						
Table manners, introductions, etc.	1	12		11	2	
Job Interviewing		Not rated			Not rated	
All responses combined (%)	22	69	9	57	40	3

With the exception of "wardrobe" which remained constant, there was improvement in every category. The most improvement was in knowledge and use of cosmetics, and the use of social graces.

3

TABLE 64

TEACHER RATING OF TITLE I CLERICAL TRAINING STUDENTS REGARDING IMPROVEMENT IN TYPING

N = 13

Improvement	Number of Students in Each Category
Improved in speed and accuracy	6
Improved in speed but not accuracy	2
Improved in accuracy but not speed	2
Did not improve in speed and accuracy	2
Erratic typist	1

Nearly one-half of the group improved in both speed and accuracy. Only two students did not make gains in either category. Forty-six assignments were made using the electric typewriter. The median number satisfactorily completed was twenty-three. Nineteen hundred problems requiring the use of the 10-key or full keyboard adding machines or calculators were worked. A mean of six hundred and seventy problems was completed correctly. Two hundred and fifty business math exercises were assigned. A mean of one hundred and forty-six was completed correctly. There were twenty assignments in salesmanship and record helping skills. A mean of twenty was completed satisfactorily.

Teachers made comments on some of the individual pupil forms. Some of these are presented as follows:

> "S______ took her Charm books home every night to study posture exercises, walking, etc."
>
> "Good ability but absences hurt her grade"
>
> "She has a hard time working. She gives up after one try and sometimes becomes a discipline problem."

"Could have been above average in this group if she would have stayed with it."

"Good production typing"

"Tops in machine and math work"

"A very quiet and well-mannered student"

A newspaper article describing the Title I Clerical Training class appeared in the Wichita Beacon under the dateline of July 17, 1968. Perhaps one statement in the article sums up the evaluation. "This is a good class because of its practical application aspect."

The two teachers of the course made these recommendations:

1. Charge a tuition (possibly part or all of it could be refunded at the completion of the course). We feel that this is important to motivate the students to continue to attend class.
2. Suggest that the teachers stress the importance of attending class and be very strict from the first day of attendance and on afternoon make-up; attendance was one of our problems.
3. Request that counselors begin earlier in recruiting students for the program. The enrollment should have been much larger.
4. Contact all high schools that might have eligible students and explain the class to their counselors. Ask that the counselors keep a reserve list of interested students even after the class is filled; several of our enrollees did not show up and we could have used alternates.
5. a. Field trips should be continued and become a budgeted item.
   b. Resource people should be brought into the classroom and should be a budgeted item.
6. Teach individual differences. Let the teachers choose materials and course directions as the need arises.
7. Use different texts than used in the regular school year.
8. Consider using Height's Charm books again...they are excellent and the girls enjoyed them."

COMMENTS ON RESULTS

The largest problem encountered in the administration of the Title I Clerical Training class was the lack of enough students to meet the proposed enrollment of twenty-five. This seems to have been the result of poor communications in "getting out the word." For those students who completed the course, the objectives appear to have been met. To more adequately determine if the first objective was wholly met, follow-up procedures would have to be instituted to determine if students did, in fact, enroll in further business courses (and if they performed better as a result of their experience in this course), and if they did, in fact, pursue a business occupation. Indications from Table 61 do not strongly indicate such a trend at this time.

Field trips were considered worthwhile since they gave the student an opportunity to observe other girls in actual job situations and to talk with them. Firsthand information of this type can be very beneficial.

PROGRAMS NOT FORMALLY EVALUATED

Reading

Summer school reading was not evaluated except as it related to that part which was included in the Experimental Summer School project, the evaluation report of which may be found in another section of this report. The format of summer school reading instruction followed the same outline as that which was conducted in the regular academic year. The academic year program has been and will continue to be examined critically with appropriate reports published.

Summer School Scholarships

Scholarships were made available to eligible pupils in grades one through twelve to attend summer classes in reading, arithmetic, music, arts and crafts, typing, swimming, foreign language, and speech therapy. Courses were designed to meet remedial, developmental and enrichment needs. A total of 1,721 scholarships were available.

Head Start

Approximately seventeen hundred pupils who would enter kindergarten in August, 1968, were residents in the twenty-four target areas. Many of these pupils needed the opportunity of Head Start activities but were from families of slightly higher income than OEO guidelines would permit. A Head Start program for approximately five hundred of these pupils was funded by Title I. The program stressed health, nutrition, family involvement, social services, psychological services, language development, cognitive and perceptual skills and general school readiness.

APPENDIX

IBM 507 PRINTED IN U. S. A.

129

ESS FACULTY QUESTIONNAIRE

School ______ Teacher ______ Date ______

IDENTIFICATION NUMBER

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

irections: Read each item carefully and mark the column at the right which best describes your feeling about each statement. Please se a No. 2 pencil and completely blacken the corresponding space. A for strongly agree, a for agree a little, N for neither agree or isagree, d for disagree a little, D for trongly disagree.

he summer school program has caused student mprovement to be shown by:

1. improved attitude toward school
2. higher educational aspirations
3. higher expectation (by students) of school success this fall
4. greater motivation for doing school work
5. greater expressions of creativity
6. more perseverance
7. greater consideration for teachers
8. greater consideration for students
9. greater desire to share with other students
10. more independence shown in work habits
1. greater willingness to verbally express ideas
12. greater pride in doing school work correctly
13. greater desire to listen and follow verbal directions correctly
4. improved school attendance
5. better coordination
16. improved reading skills
17. greater desire to make things
8. increased interest in science (nature)
19. more frequent visits to library (to read and check-out books)
0. fewer discipline problems

21. In its overall effectiveness, the experimental summer school has been a worthwhile experience for the students.
22. The reduction in class size has contributed positively toward the success of the summer program.
23. The summer program contained sufficient time for teacher orientation.
4. The summer program provided well trained (well oriented) teacher aides.
25. The summer program provided sufficient supplies and facilities (equipment, classroom, texts, etc.).
26. Compared with "comparable" non-attenders, the summer school attenders will be more ready for academic work this fall.

	A	a	N	d	D
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					

27. What were the major strengths or effective aspects of the summer school program?

28. What were the major weaknesses or ineffective aspects of the summer school program?

29. What recommendations would you make for improved implementations of the summer school program if it were conducted next summer?

30. Do you think it is better to have summer school in session for two or four hours? Why?

Did you consider the following to be worthwhile:

31. breakfast? ________ Why?

32. mid-morning snack? ________ Why?

33. field trips? ________ Why?

34. over-night camping? ________ Why?

Incentive activities and classes (science, physical education, arts and crafts, field-trips, camping, and breakfast) were conducted parallel with the reading classes to promote better attendance which in turn, would hopefully promote a gain in reading skills.

35. Do you feel that the incentive classes and activities achieved their goal of promoting better school attendance? ________ Why?

36. In your opinion would the attendance have been as good if only reading classes, (no incentive classes or activities) had been offered? _______ Why?

37. List any incentive activities and/or classes that you feel were effective in promoting better attendance. (List most effective first, next most effective second, etc. Write none if none were effective).

38. List any incentive activities and/or classes that you feel were ineffective in promoting better attendance. (List most ineffective first, next most ineffective second, etc. Write none if none were ineffective).

39. If you could make the decision again would you teach in the experimental summer school? ________ Why?

IBM 507 PRINTED IN U.S.A.

133

ESS PARENT QUESTIONNAIRE

Name of Parent ______________ Address ______________ Phone ______

Name of Child ______________

irections for Marking: The columns at the ight are headed: V for Very Helpful, S for Some Help, L for Little Help, N for No Help nd H for Harmful. Read each question (1-19) arefully and decide which one of these answers best tells how you feel. Across from he red number that matches the number of the uestion you are answering completely darken the space between the dotted lines in the column under the letter that represents your nswer.

Write in your answers to questions 20-25 in the space provided.

A. How much has the experimental summer school program helped your child to:

1. improve his or her reading skills?
2. enjoy reading?
3. read more often at home?
4. express a greater interest in science or nature study?
5. enjoy making things?
6. enjoy outdoor play activities?
7. enjoy breakfast?
8. enjoy attending school?
9. show improvement in his school work?
10. make friends?
11. share with others?
12. get along better with his family?
13. express himself better when he talks?
14. follow directions better?
15. work and play independently?
16. practice courtesy (good manners) at home?
17. spend his summer in a more worthwhile way?
18. have fewer discipline problems at home?
19. have fewer discipline problems at school?

IDENTIFICATION NUMBER

☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9

	V	S	L	N	H
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					

B. Parent's views:

20. Do you prefer that your child attend a summer school that lasts two hours each day, or a summer school that lasts four hours each day? Why?

21. If you could make your decision again, would you enroll your child in the experimental summer school?

22. Is there any part of the summer school program that you would like to change?

23. Which part of the summer program did you like best?

24. Did the summer school produce any change in your child's attendance? Explain:

25. What did you think about the small number of students that were placed in each class this summer?

IBM 507 PRINTED IN U. S. A.

135

IDENTIFICATION NUMBER

☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9

NON-ESS STUDENT QUESTIONNAIRE

Name ______ School ______ Date ______

rections for Marking: The columns at the right are headed: V for Very Helpful, S for ne Help, L for Little Help, N for No Help d H for Harmful. Read each question (1-19) carefully and decide which one of these answeres best tells how you feel. Across from e red number that matches the number of the question you are answering completely darken the space between the dotted lines in the lumn under the letter that represents your swer. Write in your answers to questions (20-25) in the space provided.

. How much has this summer school helped you to:

1. improve your school attendance (absent less)?
2. improve your school tardies (tardy less)?
3. enjoy attending school more?
4. have a better attitude toward school and education?
5. have a better attitude toward teachers?
6. want to learn more?
7. want to do your school work correctly?
8. want to do better in school next year?
9. follow directions better?
10. express your ideas better?
11. have more courage to answer questions in front of the class?
12. improve your reading?
13. enjoy reading more?
14. read more at home?
15. have more friends?
16. get along better with other students?
17. have fewer discipline problems at school?
18. have fewer discipline problems at home?
19. spend your summer in a more worthwhile way by attending summer school?

	V	S	L	N	H
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					

. Student's Views:

20. Do you think it is better for summer school to last 4 hours (8-12) or 2 hours (8-10)? ____
(10-12)? ____

Why? ____

____

21. Is there any part of the summer school program that you would like to change? (Name the part or write none). ____

Why? ____

____

____

22. Did the science class, physical education class, arts and crafts class, field trips, over-night camping, or breakfast cause you to attend summer school more? ____

If answer is yes, list activity (ies) or class (es) that caused you to attend.

____

____

____

23. Did you enjoy having a small number of students in your classes as you did this summer?

____

Why? ____

____

____

24. Did you take any classes other than reading this summer? ____

If answer is yes, list the classes that you took. ____

____

25. If you could make the decision again, would you attend this summer school? ____

Why? ____

____

____

____

____

ESS STUDENT QUESTIONNAIRE

Name ________ School ________ Date ________

Directions for Marking: The columns at the right are headed: V for Very Helpful, S for Some Help, L for Little Help, N for No Help and H for Harmful. Read each question (1-25) carefully and decide which one of these answers best tells how you feel. Across from the red number that matches the number of the question you are answering completely darken the space between the dotted lines in the column under the letter that represents your answer. Write in your answers to questions (26-36) in the space provided.

A How much has this summer school helped you to:

1. improve your school attendance(absent less)?
2. improve your school tardies (tardy less)?
3. enjoy attending school more?
4. have a better attitude toward school and education?
5. have a better attitude toward teachers?
6. want to learn more?
7. want to do your school work correctly?
8. want to do better in school next year?
9. follow directions better?
10. express your ideas better?
11. have more courage to answer questions in front of the class?
12. improve your reading?
13. enjoy reading more?
14. read more at home?
15. have a greater interest in science and nature?
16. enjoy arts and crafts?
17. enjoy physical education?
18. enjoy breakfast?
19. enjoy science?
20. enjoy over-night camping?
21. have more friends?
22. get along better with other students.
23. have fewer discipline problems at school?
24. have fewer discipline problems at home?
25. spend your summer in a more worthwhile way by attending summer school?

IDENTIFICATION NUMBER

☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9

	V	S	L	N	H
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					

B. Student's Views:

26. Do you think it is better for summer school to last 4 hours (8-12) or 2 hours (8-10)? ____

Why? ______________________________

____

27. Was breakfast worth the effort of coming to school earlier? ______

Why? ______________________________

____

28. What summer school class or activity did you like best? (List class or activity. Write none if you did not like any activity). ______________________________

____

29. What summer school class or activity did you like least? (List class or activity. Write none if you did not dislike any activity). ______________________________

30. Is there any part of the summer school program that you would like to change? (Name the part or write none). ______________________________

Why? ______________________________

____

____

31. Did you think the over-night camp was worthwhile? ______

Why? ______________________________

____

____

____

32. Did you think the field trips were worthwhile? ______

Why? ______________________________

____

____

____

33. Would you have attended summer school as much if only reading classes had been offered?

____

34. Did the science class, physical education class, arts and crafts class, field trips, over-night camping, or breakfast cause you to attend summer school more? ____________

If answer is yes, list activity (ies) or class (es) that caused you to attend.

35. Did you enjoy having a small number of students in your classes as you did this summer?

Why? ____________

36. If you could make the decision again, would you attend this summer school? ____________

Why? ____________

INFORMATION FOR EVALUATION OF THE TITLE I ACTIVITIES FOR NEGLECTED AND DELINQUENT CHILDREN SUMMER SCHOOL PROGRAM

____
Institution

____
Teacher

In addition to the detailed information that you are submitting for individual pupils, would you please complete the following form. Be as brief as you can without loss of completeness. If the answer to a question is already included in the other material which you are submitting, you may wish to refer us to that material rather than repeat the answer.

1. Describe briefly:
   a. The structure and content of your program or activities.

   b. Any other information that you feel is descriptive of your part in the Title I Neglected or Delinquent Children Summer School Program.

2. Please cite any procedures which you found to be particularly effective in changing behavior and/or achievement of delinquent or neglected children. Include ways in which material and special activities were utilized. Include features of your program which you consider to be innovative.

3. What equipment and/or material purchased with Title I funds were especially helpful to your effort in the program?

4. What were the major problems encountered in this summer program?

5. Suggested solutions to problems listed in item 4.

6. What do you consider to be major advantages of this summer school program?

7. Please make any additonal comments that you wish regarding your program or the evaluation.

SUBJECT ____________________ TEACHER ____________________ INSTITUTION ____________________

STUDENT NAME ______________________________________ AGE _____ SEX ___ GRADE______

DATE ENTERED ______________ DATE LEFT ______________ NUMBER OF SESSIONS ATTENDED _____

(READING TEACHER ONLY)

APPROXIMATE READING GRADE LEVEL:

ENTERING ______ LEAVING _______

ACHIEVEMENT WHILE IN PROGRAM:

NOT IMPROVED	SLIGHTLY IMPROVED	GREATLY IMPROVED
___	___	___

ANECDOTAL RECORDS: (SEE SEPARATE BULLETIN)

1ST WEEK - JUNE 10-14

2ND WEEK - JUNE 17-21

3RD WEEK - JUNE 24-28

4TH WEEK - JULY 1-5

5TH WEEK - JULY 8-12

6TH WEEK - JULY 15-19

7TH WEEK - JULY 22-26

8TH WEEK - JULY 29 - AUG. 2

INTERVIEW FORM
for
INSTITUTIONAL SUPERVISORS
NEGLECTED OR DELINQUENT CHILDREN SUMMER SCHOOL PROGRAM, TITLE I

I. Would you say the corrective reading program has been of value to the (boys, girls)?

General comments:

Specific examples:

Have the (boys, girls) displayed interest in reading outside school hours?

Problems encountered:

II. Would you say the physical education/recreation program has been of value to the (children, boys, girls)?

General comments:

Specific examples:

Problems encountered:

III. Would you say the arts and crafts program has been of value to the (children, boys, girls)?

General comments:

Specific examples:

What would you say has been the effect of the arts and crafts program on the ability of the (children, boys, girls) to express themselves?

Do the (children, boys, girls) appear to be satisfied with the things they have produced?

Problems encountered:

IV. Would you say the music program has been of value to the children?

General comments:

Specific examples:

What has been the effect of the music program on the children's ability to enjoy music?

What has been the effect of the music program on the children's ability to perform musically?

Problems encountered:

V. Would you say the business education program has been of value to the girls?

General comments:

Specific examples:

Problems encountered:

VI. Would you say the homemaking program has been of value to the girls?

General comments:

Specific examples:

Problems encountered:

VII. Would you say the industrial arts program has been of value to the boys?

General comments:

Specific examples:

Problems encountered:

VIII. Would you say the counseling program has been of value to the (boys, girls)?

General comments:

Specific examples:

Problems encountered:

IX. What do you think is the general reaction of the (children, boys, girls) to the summer school program?

X. Can you recall any human interest incidents which have occurred as a result of the summer school program?

XI. What parts of the program should be repeated next summer?

What parts should be deleted?

What suggestions would you have for other changes?

XII. Can you name two or three factors which you feel contributed most to the success of the program?

Can you name two or three factors which you feel contributed least to the success of the program?

XIII. Do you feel that this summer school program meets some of the most pressing needs of this institution?

If not, what programs do you think would be of greater value?

XIV. How much were you or other institutional representatives involved in the planning of this summer program?

XV. Do you have any comments about the program which haven't been covered by the foregoing questions?

Post-Kindergarten Evaluation Sheet

Teacher ______________________ School ______________ No of Pupils Enrolled _______

Appropriateness*				Goal or Activity	Class Progress**			
1	2	3	4		1	2	3	4
				Creative picture interpretation				
				Pupil-dictated stories				
				Literature appreciation				
				Practice with meaningful language patterns				
				Building vocabulary				
				Improved articulation and enunciation				
				Acceptance of self; establishing self-worth				
				Building meaningful social relationships				
				Acceptance of errors; openness to experience				
				Non-verbal expression (art, rhythm, etc.)				
				Sharpened visual and auditory discrimination				
				Likenesses and differences in visual and oral media				
				Mathematical concepts of size, position, time				
				Successful learner behavior				
				Observation skills--generalization about environment				
				Physical coordination				
				Body development and exercise				
				Nutritional program				
				Health habits, body care				

*KEY
1 - Highly Appropriate
2 - Appropriate
3 - Relatively Inappropriate
4 - Highly Inappropriate

**KEY
Number of pupils making progress
1 - 0-4 pupils
2 - 5-7 pupils
3 - 8-12 pupils
4 - 13 or more pupils

1. How much value do you feel the teacher aide has been to the Post-Kindergarten program?

   Much ___ Moderate ___ Little ___ None ___ **Did not have an aide** ___

2. Indicate in what ways the aide was helpful or why the aide was of no help. ___________

   ____

   ____

   ____

3. How much value do you feel the help that you received from the Post-Kindergarten coordinator has been to the program?

   Much ___ Moderate ___ Little ___ None ___ Detrimental ___

4. Indicate in what ways the coordinator helped you or attempted to help you. ___________

   ____

   ____

   ____

5. What do you feel is the optimum length of time per day for the summer Post-Kindergarte program? 2 hours ___ 3 hours ___ 4 hours ___ ___ hours ___

6. How long did your Post-Kindergarten pupils attend class per day this summer? 2 hours ___ 3 hours ___ ___ hours ___

7. Did you teach in the three hour per day Post-Kindergarten program last summer? Yes ___ No ___

8. Did your pupils receive some type of food or refreshment daily as a part of the Post-Kindergarten program this summer? Yes ___ No ___ If "yes", what? ______________

   ____

9. How much value do you feel that some type of food or refreshment provided daily is to the Post-Kindergarten program?

   Much ___ Moderate ___ Little ___ None ___ Don't Know ___

   Explain: ____

   ____

   ____

   ____

   ____

Student ______________________ School __________________ Grade _____ Age _____

Form Completed By ___________________________ Date Form Completed ______________

CHECKLIST FOR EVALUATION OF THE TITLE I FORWARD BOUND PROGRAM FOR JUNIOR HIGH SCHOOL PUPILS

DESCRIPTION	Attainment	
	YES	NO
1. Activities leading to the worthy use of leisure time		
a. Participation with some proficiency in at least 3 outdoor sports	___	___
b. Completion of at least 3 cabin activities	___	___
c. Participation in at least one evening program	___	___
d. Demonstration of ability to use time wisely without coercion	___	___
2. Experiences promoting citizenship development		
a. Planning cooperatively for outdoor and cabin activities	___	___
b. Participation in coeducational activities	___	___
c. Participation in flag ceremonies	___	___
d. Attendance at religious activities according to personal preference	___	___
e. Display of respect for camp leaders	___	___
f. Following camp regulations	___	___
g. Assuming responsibility for own conduct	___	___
3. Habits leading to health improvement		
a. Daily attention to proper grooming of hair, teeth, hands, & body	___	___
b. Keeping cabin and camp area neat, clean, and free of refuse	___	___
c. Practice of safety particularly with water activities & camp fires	___	___
d. Eating adequate balanced diet	___	___
e. Refraining from wasting food	___	___
f. Reporting accidents promptly for treatment	___	___
g. Practice of regular exercise	___	___
h. Getting adequate rest	___	___
i. Demonstration of pride and concern about personal health	___	___

ANECDOTAL INFORMATION (OPTIONAL)

Please comment briefly on the pupil's progress (or lack of progress), problems experienced (if any), evidences of change in attitude, etc. Use back of form, if needed.

STUDENT ______________________ PERSON COMPLETING FORM ______________

SCHOOL ______________________ DATE FORM COMPLETED ______________

GRADE __________ AGE __________ RACE ______________________

CHECKLIST FOR EVALUATION OF THE TITLE I
HOME IMPROVEMENT AND REPAIR PROGRAM

Description of Knowledges and Skills	Extent of Understanding or Ability			
	None	Little	Moderate	Much
1. Knows how to plan and estimate a repair job.				
2. Understands the use of hand tools.				
3. Understands sequence of procedures in painting (scraping, priming, painting, cleanup.)				
4. Understands sequence of procedures in general repair work.				

Description of Performance	Completion	
	Yes	No
1. Developed a plan for repair, improvement and care of house and yard.		
2. Estimated and computed the labor cost of house improvement.		
3. Estimated and computed the material costs of house improvement.		
4. Used and properly cared for paint brushes.		
5. Has used hand tools in maintenance and repair work.		

Survey of Attitudes

Toward Own House	At Beginning of Program			At End of Program		
	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

Toward Work	At Beginning of Program			At End of Program		
	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

Toward Self	At Beginning of Program			At End of Program		
	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list.						

Toward Others	At Beginning of Program			At End of Program		
	Good	Indifferent	Poor	Good	Indifferent	Poor
As observed by the teacher						
As indicated by parent in interview						
Other. If any, please list						

Attendance Information

ndance: Number of Days Present ________ Number of Days Absent ________

Number of Days Tardy __________

Anecdotal Information

ts made by the following:

[illegible] ____

____

____

____

____

Workers ____

____

____

____

____

nts ____

____

____

____

____

er's comments or observations:

____

____

____

____

____

Business Occupations--Summer
Individual Pupil Form

Name ______________________ Grade Next Year ________ Age ________

Number of Sessions Attended ________

Teacher's comments (if any) about attendance: ______________________

____

Plans after high school as indicated at:

the beginning of the course. ______________________

____

the end of the course. ______________________

____

List business classes that pupil plans to take next year as indicated at:

the beginning of the course. ______________________

____

the end of the course. ______________________

____

Field trips participated in (list by number from outline).

____

Pupil's comments or reactions to any (or all) of the above field trips (optional).

____

____

____

____

Work experience (if any). ______________________

____

____

Minnesota Clerical Test

Beginning of the Course		End of the Course	
Raw Score	Percentile Rank	Raw Score	Percentile Rank

Make the following ratings in terms of employability:

	Beginning of the Course			End of the Course		
Appearance	Good	Acceptable	Not Acceptable	Good	Acceptable	Not Acceptable
Knowledge and use of Cosmetics						
Proper Sitting and Walking						
Wardrobe						
Hair Care						
Social Graces (Table manners, introductions, etc)						
Job Interviewing						

Salesmanship and Record Keeping Skills

Number of lessons satisfactorily completed __________

Teacher made tests

	1	2	3	4	5
No. Right					
No. Possible					

Alphabetic Filing

Number of lessons satisfactoily completed __________

Teacher made tests

	1	2	3	4	5
No. Right					
No. Possible					

Office Machines (Ten Key, Full Bank, Rotary, Key Driven)

Number of Problems correctly completed ________

Business Math exercises: Number correct _______ Number possible _______

Using Electric Typewriter

	Beginning of the Course	End of the Course
Speed (gross wpm)		
Accuracy (errors per min.)		

Number of production exercises satisfactorily completed ________

Any Other Comments: ____

____

____

____

____

____

____

____

OUTDOOR EDUCATION--SCIENCE
Summer School 1968

PRELIMINARY COPY

Outdoor education provides the opportunity to take boys and girls beyond the four walls of the classroom. This new environment enables the educational experience to become as real as the world itself. Could there be a better way to help children develop an understanding of "man's role in harmonious living with nature?"

I. Objectives

A. Help each child

1. To develop an awareness of his natural environment
2. To increase his skills of observation
3. To improve his ability to classify objects according to common characteristics
4. To develop an inquiring attitude toward natural phenomena

II. Procedures

A. The major emphasis of this program is on personal involvement, a confrontation with the realities of the moment. The variety of activities is almost limitless. The areas of interest might include bird study, insect classification, interdependencies, plant identification, weather, magnets, or physical and chemical changes.

The program concentration is on experiences available on the school grounds or in the immediate area. Longer field trips may be used as a spring board to develop other aspects of the curriculum. Creative writing, reading, music and art projects can all be developed around the science theme of the second grade summer school program.

B. Suggested daily lesson plan

8:00 - 8:15 a.m.	Opening
8:15 - 9:00 a.m.	Outdoor Experience
9:00 - 9:15 a.m.	Recess-restroom
9:15 - 10:00 a.m.	Language Arts Activities

C. Activities for outdoor experiences

1. Suggested field trip experiences

a. Walk in the neighborhood to observe:

Kinds of trees
Kinds of flowers
Kinds of birds
Kinds of animals (baby animals?)

b. Concentrate on use of the senses:

Sounds heard
Touching various objects
Smells identified
Different tasts (indoor activity)

c. Take a walk in the neighborhood to identify geometric shapes:

Squares
Rectangles
Triangles
Circles

d. Go for a walk to identify animals in your own backyard:

Grasshopper
Dragonfly
Snail
Ladybug
Praying mantis
Ant
Wasp
Minute animals

e. Visit homes where there are:

Vegetable gardens
Flower gardens

f. Visit a food market:

Vegetables (classify according to shape, color, size)
Fruit

g. Visit the zoo

h. Visit a place where fossils can be found:

Museum Rock and Mineral Club

i. Visit places where freshwater ponds or streams are located:

- Plant life
  - Reeds
  - Waterlilies
  - Cattails
  - Marsh grasses
  - Trees
  - Shrubs
  - Ferns
  - Mosses
  - Mushrooms
- Animal life
  - Squirrels
  - Crickets
  - Toads
  - Frogs
  - Turtles
  - Water snakes

j. Identify matter--alive, not alive

2. Suggested areas of concentration

a. Animals

- Ways they differ
- Ways they are alike
- Classification by:
  - Size
  - Covering
  - Legs
  - Locomotion
  - Cold blood-warm blood
  - Lung breathers-skin breathers
- Kinds of birds
- Insect metamorphosis
  - Frogs
  - Caterpillars
  - Grasshoppers
  - Flies
  - Mosquitos
  - Bees
  - Ants
- Animal-plant cycles
  - Food cycles
- Terrarium
- Wormery
- Animals signs
  - Homes
  - Tunnels
  - Tracks
  - Stripped trees or shrubs
  - Diggings
  - Droppings (scat)
- Insects--classify
  - Size
  - Color

- Feeding and caring for animals
  - Salamanders
  - Angleworms
  - Fish
  - Frogs
- Listen to bird calls
  - Identify any?

b. Learning about plants

- What plants need
- Uses
- Classification
  - Fruits
  - Vegetables
- Ways of starting new plants
  - Growing seeds
  - Keeping records
- Ways seeds are scattered
- Moisture loss from plants
- The age of a tree (if a tree stump is available)

c. Explaining earth science

- Rocks - classify different ways
  - Size
  - Color
  - Shape
  - Kind
  - Texture
  - Changes in rocks
  - Soft-hard
- Soil - classify
  - Kinds
  - Texture
  - Color
- The measuring water loss from soil
  - Evaporation (after rain)

D. Language arts experiences

1. Write a group chart story following a walk in the neighborhood.
2. Develop a list of items observed during a walk. Use this list to classify items according to various characteristics.

3. Keep a diary of daily events.
4. Write individual stories about an outdoor activity. Combine into a classroom book.
5. Write poems about some aspects of your class work. Illustrate.
6. Print a newspaper for your class with each child contributing an article.
7. Select words commonly used in your class and learn to spell them.
8. Write letters to parents telling about classroom activities.
9. Write imaginative stories about animal life.
10. Write thank-you letters whenever appropriate.
11. Do role playing.
12. Read or share library books.
13. View and discuss films and filmstrips.